



Social Sciences

Curriculum Adoption

Project Team Report

Phase One, Spring 2021

SOCIAL SCIENCES PROJECT TEAM PHASE ONE REPORT

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May, 2021

In August of 2020, the Beaverton School District Board charged the Social Sciences Project Team with the task of evaluating and making specific programmatic recommendations for the District. The Social Sciences curriculum review, as outlined in Board policy and administrative regulation for the Quality Curriculum Cycle, was to include learning targets, instructional practices, assessment, instructional resources and staff development.

Within the review process, the Social Sciences Project Team studied social sciences education in the context of today's world. The focus on and demand for higher levels of social sciences education is evident in Oregon's 2021 K-12 Social Science Standards Integrated with Ethnic Studies, which were adopted by the State Board of Education in February of 2021. The 2021 social science standards integrate ethnic studies into each of the social science domains, and reflect a shift in content best addressed through pedagogical methods that create a safe and inclusive learning environment for all students to study and discuss issues of discrimination, equity, racism, and prejudice.

Our goal is to prepare students to engage in their communities and world as knowledgeable lifelong learners, critical thinkers, researchers, communicators, and culturally competent citizens; skill sets deemed essential for college and career readiness and post-secondary success. Additionally, the social sciences play a central role in preparing students for informed civic engagement and responsible participation within and across their local and global communities. Ultimately, we believe all students deserve a strong K-12 Social Sciences education.

The work of this Project Team has placed an intentional focus on best practices in Social Sciences instruction as well as professional development for educators. In addition to the review of research and student data, the Cadre and Project Team engaged in deep discussion about essential practices in every classroom as well as the necessary professional learning needed to support these practices.

As a result, the Social Sciences Project Team defined a comprehensive set of Phase I recommendations that includes:

- K-12 Social Sciences Position Paper
- K-12 Best Practices in Social Sciences
- Middle School (grades 6, 7, 8) Learning Targets
- Middle School Professional Development Plan
- Middle School Instructional Resources Recommendation

These recommendations point the Beaverton School District towards high quality instructional practices that engage and challenge students in 21st century Social Sciences learning.

Phase II work of the Social Sciences Project Team will include K-5 and 9-12 Learning Targets, Instructional Resources, Professional Development plans, and Assessment and Implementation plans. Furthermore, Phase II will recommend additional K-12 core instructional resources (e.g. Dual Language and Special Education) and recommend adopted supplemental instructional materials for all K-12 programs.

Teaching & Learning

Ginny Hansmann, Deputy Superintendent of Teaching & Learning

Brian Sica, Administrator for Secondary Curriculum, Instruction & Assessment

Kayla Bell, Administrator for Elementary Curriculum, Instruction & Assessment

Bradley Parker, Social Sciences Curriculum Specialist

Matthew Hiefield, Social Sciences & Digital Curriculum Specialist



District Goal

WE empower all students to achieve post-high school success.

Social Sciences Project Team Members 2020-2021			
Building Level Admin	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary (2)	Cherie Reese	Brian Curl	
Middle School (1)		Mariah McCarty	
High School (1)	David Nieslanik		
Teachers	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary (4)	Amber Burnett	Michael Vieira	Susan Acosta
		Marcela Ullibarry Cabrera	
Middle School (2)		Gillian Sullivan Bing	Liv Cruse
High School (2)	Anil Naik	Christine Hurtley	
Options			Isaac Kindblade (Options)
Specialists (6)			
ESL	Carolina Cavedon		
ELA - Secondary (Humanities)	Kacy Smith Paterson		
AVID / CRT	Danica Jensen Weiner		
Mentor / SpEd	Jessica Linderman		
ELA - Elementary	Katie Swartwood		
American Indian/ Alaska Native Program Coordinator	Brandon Culbertson		
Parents (4)	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
Elementary		Jacob Evers	Jennifer Hoyt
Middle School		Sarah Chivers	
High School	China Brotherson		
Options			
Community (2)			
Evelyn Campos Zelada	Nora Mahmoud (no region/level)	Stephanie Somanchi	
Students (4)	MHS / SRHS Region	AHS / BHS Region	SHS / WHS Region
High School	Natalie Ebanks	Scott Sloop	Apoorva Rao
	Sara Koppy		
District			
School Board Member	Susan Greenberg		
TOSA	Brad Parker		
TOSA	Matt Hiefield		
Secondary CIA Admin	Brian Sica		
Elem CIA Admin	Kayla Bell		
Admin for Equity & Inclusion	Pat McCreery		
Support	Susan Ouellette		

K-12 BSD Social Sciences Position Paper

Not simply to study the world, but to *change it*.

The Social Sciences play a central role in preparing students for informed civic engagement and responsible participation within and across their local and global communities. However, abundant research illustrates the troubling reality that fewer and fewer young people are receiving a high quality Social Sciences education.¹ In the Beaverton School District, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable² community and world.

Social Sciences education* helps cultivate the intellectual and critical power for students to develop historical and contemporary knowledge, critical thinking, communication, and research skills. Additionally, Social Sciences education invites students to learn through multiple perspectives with an intentional inclusion of historically marginalized and historically excluded groups. Student learning expectations and learning targets are grounded in the 2021 Oregon Social Science Standards integrated with Ethnic Studies,³ and across domains of:

- *Civics and Government*
- *Geography*
- *Historical Knowledge and Historical Thinking*
- *Economics and Financial Literacy*
- *Social Science Analysis*
- *Multicultural and Ethnic Studies*

*K-12 Social Sciences education also includes specific learning through Tribal History/Shared History in Oregon, Holocaust and other genocides education, and international human rights education.

A culturally relevant approach and a culturally responsive Social Sciences education invites students to learn about the past and present, to build and grow within their community, to identify and work to dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes learning that:

- Validates students' lived experiences and values
- Disrupts power dynamics that privilege dominant groups and perspectives
- Empowers students 1) to connect to experiences beyond their own, 2) to examine their own perspective by learning through multiple perspectives, and 3) to develop a historical and contemporary sociopolitical or critical consciousness of the world around them.⁴

In BSD, we believe a transformative Social Sciences education invites our students to:

¹ National Council for the Social Studies, 2013; Scruggs, Mastropieri & Okolo, 2008

² Our district commitment to equity means that students' success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality (BSD Educational Equity Policy)

³ 2021 Oregon Social Science Standards Integrated with Ethnic Studies, 2021

⁴ Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hammond, 2015; J. Bryan-Gooden, M. Hester, & L. Q. Peoples, 2019

Students explore one's self, community, nation, and world.

From the first days of Kindergarten, a transformative Social Sciences education meaningfully and inclusively invites students to explore their own identity and self, school and family, neighborhood and community, local and regional history, state and national history, and world history.

Students believe, belong, and thrive in an inclusive learning community.

A transformative Social Sciences education honors all viewpoints to the extent that they do not promote hate or bias,⁵ racism, objectification or exploitation, or discrimination.

- Social Science classes must be inclusive, dynamic, and affirming places where all students and staff of all backgrounds, cultures, and abilities feel welcomed, valued, challenged, seen and heard.

Students practice civic engagement by exploring historical and current events and issues from multiple perspectives.

A transformative Social Sciences education seeks to identify, explore, and analyze civic virtues (including respect for individual rights, community rights, democratic participation, diversity, equity, justice, freedom, liberty, and deliberation). Additionally, Social Sciences education addresses the complex nature of systemic oppression in the pursuit of a better world both now and in the future. Ultimately, Social Sciences education can help secure *and* enhance our dynamic and evolving democracy.

Students acknowledge and learn through the histories, contributions, resilience and resistance, and perspectives of many racial, ethnic, and social groups.

A transformative Social Sciences education includes learning through and from multiple perspectives with an intentional inclusion of historically marginalized and historically excluded groups. This includes learning from multiple racial, ethnic, and social groups, including intersecting groups; tribal nations, and religious groups. Further, this includes but is not limited to individuals who are:

- American Indian/Alaska Native/Native Hawaiian, or Americans of African, Asian, Pacific Island, Chicanx, Latinx, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from historically marginalized groups including but not limited to women, people with disabilities, immigrants, refugees, seniors/elders, and individuals who are lesbian, gay, bisexual, transgender, queer/questioning +.

Students develop into critical consumers, producers of knowledge, and future leaders.

A transformative Social Sciences education recognizes and analyzes issues of historical and contemporary significance, as well as issues of local and societal significance. This includes asking critical questions and developing research investigations, separating evidence-based claims from opinions, and evaluating the usefulness and degree of reliability of different historical and current sources.⁶

⁵ Hate and/or bias incidents are a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin (BSD All Students Belong Policy; BSD Guidance on Social and Political Expression)

⁶ National Council for the Social Studies, 2013

- Sustained engagement in the Social Sciences cultivates students as media-literate learners, inquirers, change-makers, and responsible global citizens.

We believe a transformative Social Sciences education calls our educators and schools to believe, belong, grow, and thrive in our dynamic and diverse community.

Ultimately, a Social Sciences education is achieved through a partnership between teachers, students, families, schools, administrators, and our diverse communities. We all must work together to ensure all students are valued for their diversity and contributions to our community, fostered in their historical and current thinking, and equipped to explore, analyze, collaborate, and act on local, societal, and global problems. We all must continue learning, growing, and coming together to secure *and* enhance our dynamic and evolving democracy.

We, as educators in the Beaverton School District, have the incredible responsibility and humble privilege of helping facilitate this transformational learning. Additionally, we as educators also have the responsibility to challenge our own biases and perceptions, and to look inward and constantly examine our own teaching practices, pedagogy, attitudes, and instructional materials with an anti-biased/antiracist focus.⁷

In BSD, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable community and world. We believe the change starts *within* our school district and our educators.

**Position Paper References available in Appendix A.*

**Public facing Best Practices available in Appendix M.*

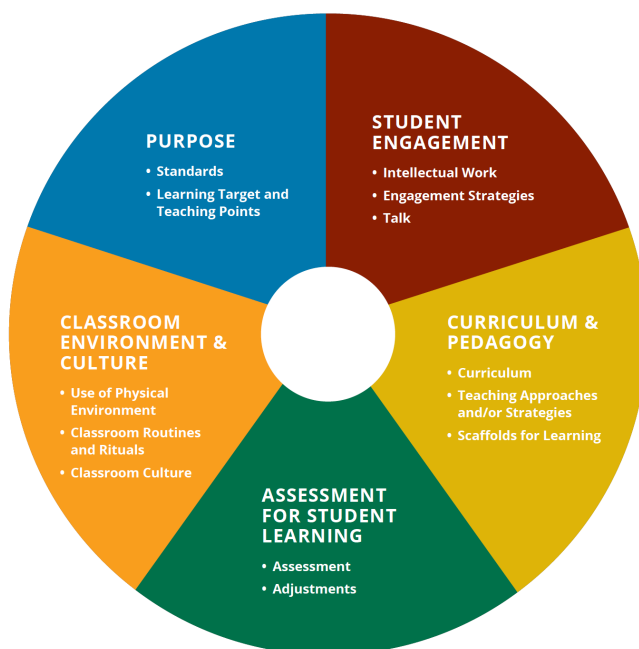
⁷ An anti-bias/antiracism focus includes a sustained commitment to evaluate and mitigate the role of and perpetuation of bias and/or racism in our work, learning, and schools.

Best Practices in K-12 Social Sciences
*Written by and for K-12 Social Sciences teachers
in the Beaverton School District*

The Social Sciences Best Practices document summarizes research-based strategies for Social Sciences instruction in alignment with the 5 Dimensions (5D™) of Teaching and Learning.⁸ The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

In Beaverton School District (BSD), it is our belief that through the implementation of these teaching and learning practices, we can achieve our mission and vision for K-12 Social Sciences education in BSD: Not just to study the world, but to *change* it. In BSD, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable⁹ community and world.

This document was co-constructed and peer reviewed by K-12 classroom teachers in BSD, as well as by district content specialists, district administrators, community representatives, and student representatives. Culturally relevant and responsive elements,¹⁰ as well as an anti-bias/antiracism focus,¹¹ are integrated into the 5 dimensions and serve as a centrally unifying focus.



⁸ 5 Dimensions (5D™) of Teaching and Learning version 4.5, University of Washington Center for Educational Leadership, 2020. The 5D framework is available in Appendix C.

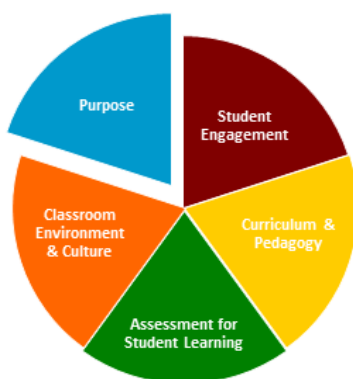
⁹ A district commitment to equity means that students' success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality (BSD Educational Equity Policy)

¹⁰ Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hollie, 2011; Hammond, 2015; J. Bryan-Gooden, M. Hester, & L. Q. Peoples, 2019

¹¹ An anti-bias/antiracism focus includes a sustained commitment to evaluate and mitigate the role of and perpetuation of bias and/or racism in our work, learning, and schools.

Suggestions on how this document can be used:

- To guide personal and professional growth plan(s) as a Social Sciences teacher
- To guide professional development and professional learning choices and aspirations
- To support grade level collaboration and unit/lesson development, refinement, and reflection
- Suggested prompts for personal, professional, and collaborative reflection:
 - *How does this look in my classroom? How could this look in my classroom?*
 - *To me, this means... I'm curious about...*
 - *What does this tell me about what I can add, change, or evolve in my classroom this year?*



1- Purpose: The purpose of Social Sciences education is not simply to study the world, but to *change* it. We believe that the Social Sciences play a central role in preparing students for empowered civic engagement and responsible participation within and across their local, national, and global communities.¹²

Standards

- a. **Content and context rich expectations:** Oregon's 2021 Social Science Standards Integrated with Ethnic Studies¹³ engage students in the domains of Civics and Government, Geography, Historical Knowledge and Historical Thinking, Economics and Financial Literacy, Social Science Analysis, and Multicultural and Ethnic Studies. These standards ground student learning expectations and learning targets.

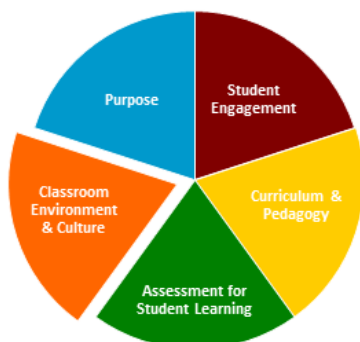
Learning Targets and Teaching Points:

- a. K-12 academic learning targets (ALTs) are based on the real-world relevance and work of social scientists, which includes 1) building knowledge, 2) critical thinking, 3) research, and 4) communication skills.
 - i. The grade-level academic supporting targets (ASTs) are derived directly from the 2021 Oregon Social Science Standards Integrated with Ethnic Studies.
- b. A standards-based learning and assessment model provides students with clear and objective learning targets, which takes the mystery out of assessment for students. Through learning targets:
 - i. Students are able to:

¹² BSD Social Sciences Position Paper, 2021

¹³ Social Science Standards Integrated with Ethnic Studies, 2021

1. See learning targets posted that are relevant to the unit/lesson.
 2. Explain the meaning of the learning target and how it connects to the learning.
 3. Experience a consistent set of expectations within a course and see the progression to subsequent classes where applicable.
- ii. Teachers are able to:
1. Create lessons that are aligned to learning targets.
 2. Communicate the learning target both verbally and visually to students.
 3. Use instructional materials and tasks that align with the learning targets.¹⁴



2- Classroom Environment and Culture: Social Science classrooms should be welcoming and inclusive for students and staff of *all* backgrounds, cultures and abilities. Different and multiple perspectives and voices are welcomed, heard, discussed and deliberated upon to ensure a classroom culture that is adaptable and dynamic. Further, a culturally responsive classroom environment and culture is one ripe with care, inclusivity, mutual trust and respect, affirmation and validation of students' diverse cultural backgrounds as strengths, and teacher and student learning partnerships.¹⁵

Use of Physical Environment

- a. Physical arrangement of the room communicates to students that both student collaboration and developing independence and self-reflection is valued (e.g., intentional meeting areas, available resources, varied student seating, physical accessibility, etc.).
 - i. Accessibility: The classroom is physically accessible and responsive to students with disabilities, and includes appropriate equipment and materials to increase students' comfort and opportunities to be successful.
 - ii. The physical environment can also include local community spaces and opportunities outside of school buildings, including but not limited to field trips, community events, community speakers, experiential learning, etc.
- b. Visual/Instructional materials (i.e. libraries, maps, posters, etc.) feature the histories, contributions, resilience and resistance, and perspectives of many racial, ethnic, and social groups - past and present - with an intentional inclusion of historically marginalized and historically excluded groups.

¹⁴ Best Practices Connection to the Nine Components of the BSD SBLs.

¹⁵ Gay, 2000/2010; Hollie, 2011; Hammond, 2015.

Classroom Routines and Rituals

- a. Student agency, ownership, and community: Classroom routines and rituals foster student ownership, independence, participation, responsibility, and they reflect the values of community and shared accountability for learning.

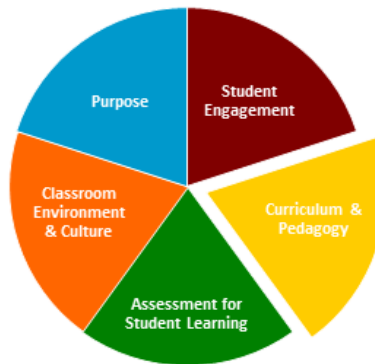
Classroom Culture

- a. Inclusivity: The classroom is an inclusive environment in which students identify themselves as valuable members and use their lived experiences and academic, social, linguistic, and emotional strengths in the classroom, school, and community.
- b. Valuing diversity and knowledge: Classroom culture values individual and cultural diversity, students' prior knowledge and lived experiences, and students' heritage languages as strengths that are used to further develop their academic, social, emotional, cultural, and linguistic capabilities.
 - i. The classroom culture fosters the exchange of constructive feedback and the celebration of growth.
- c. Relationships: Educator builds meaningful relationships with students and families to better understand and empathize with different cultural funds of knowledge and lifeways.¹⁶
 - i. Additionally, developing and nurturing meaningful relationships between the teacher and students, and student to student relationships, acknowledges that students are a key component in the creation and growth of a healthy classroom culture.
- d. Classroom discourse and interactions reveal what is valued in the learning environment: student identity development and belonging, the development of skills and content knowledge, respect for thinking and intellectualism, a lens of criticality and anti-bias/antiracism, as well as joy in the celebration of learning, growth, action, and change.¹⁷
 - i. Educators should consistently model curiosity, humility, and what it means to be an active and growing inquirer and lifelong learner. This helps students to develop a level of comfort and safety in order for them to truly learn, share, and grow themselves.
 - ii. Additionally, classroom discourse will inevitably lead to disagreement over ideas. These are opportunities for students to learn how to respectfully listen, consider, and debate. Social Sciences discussions should honor all viewpoints to the extent that they do not promote hate or bias,¹⁸ racism, objectification or exploitation, or discrimination.

¹⁶ Gonzalez, Moll, & Amanti, 2006

¹⁷ Muhammad, 2020

¹⁸ Hate and/or bias incidents are a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin (BSD All Students Belong Policy; BSD Guidance on Social and Political Expression)



3- Curriculum and Pedagogy: Students are engaged through meaningful, culturally relevant, and inclusive curriculum and pedagogy that builds knowledge, critical thinking, research, and communication skills. The curriculum provides opportunities for teachers to tailor and create rigorous and responsive instruction with respect to individual students' academic, developmental, social, emotional, cultural, and linguistic capabilities.

Curriculum

- a. Multiple perspectives with the intentional inclusion of historically marginalized and historically excluded groups: Exploring historical and current events from multiple and diverse racial, ethnic, and social perspectives helps students gain a deeper and more complex understanding of the larger human experience.
- b. Transdisciplinary, transferable skills: Curriculum includes purposeful opportunities to build transdisciplinary, transferable skills including knowledge-building (factual, conceptual, and debatable knowledge), critical thinking (including problem solving and criticality), research (inquiry and investigation), and communication (reading, writing, speaking, listening).
- c. Critical literacies: Curriculum invites sustained student engagement through reading, writing, speaking, listening, discussion, debate, and deliberation that fosters critical thinking and the ongoing analysis and evaluation of information and sources.
- d. Accessibility: The curriculum is available and accessible to all students, including students receiving special education services, dual-language and multilingual students, and students who are navigating poverty and/or houselessness.
 - i. With respect to special education services, alternative curricular materials for students who are working towards a non-standard diploma are fundamental in creating learning opportunities for all of our students.
 - ii. As a dual language and multilingual school district, curricular materials and resources in multiple languages are an integral part of supporting and celebrating all of the linguistic diversity that students bring to the classroom.

Teaching Approaches & Strategies

- a. Culturally relevant and responsive teaching:¹⁹ Teaching approaches and strategies invite students to learn about the past and present while working to identify and dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes:
 - i. Validating students' lived experiences and values
 - ii. Disrupting power dynamics that privilege dominant groups and perspectives
 - iii. Empowering students to connect to experiences beyond their own, to examine their own perspective and privilege, and to develop a contemporary sociopolitical or critical consciousness of the world around them.
- b. Multiple and diverse learning opportunities: Teacher provides a variety of learning opportunities for students to access the curriculum and expand entry points, while creatively and responsively utilizing instructional materials and resources.
- c. Civic engagement and responsible democratic participation is sought out in day-to-day and long-term learning and objectives by cultivating student voice, interest, inquiry, action, and agency.

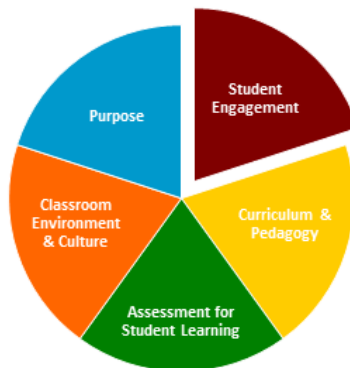
Scaffolds and/or Adjustments for Learning

- a. Use of ongoing diagnostic and formative assessment: Teacher conducts ongoing diagnostic and formative assessments so that they (and their students) have a working knowledge of where current student understanding and skill development is in relation to the learning target(s).
 - i. Multiple opportunities for assessment in a variety of modalities and formats should be provided for students within and across the learning targets.
 - ii. Learning opportunities should be accessible to students who are working towards a non-standard diploma.
- b. Student interest and choice will help develop engaging, responsive, and dynamic scaffolds that are adjusted as students participate in meaning-making and increasingly assume ownership and responsibility for their own learning.
- c. Language acquisition: Scaffolds include multiple opportunities and formats for students to build their language skills which include ways that their authentic voice and home language is honored.²⁰ All classrooms should work towards honoring and actualizing BSD's best practices for multilingual learners.²¹

¹⁹ Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hollie, 2011; Hammond, 2015; J. Bryan-Gooden, M. Hester, & L. Q. Peoples, 2019

²⁰ Lau, 2012

²¹ BSD Best Practices for Multilingual Learners (2018)



4- Student Engagement: Meaningful and engaging student learning experiences are designed to promote sustained interest in the Social Sciences (e.g. cultivating interest and value with students, generating student questions, promoting student ownership, etc.). Engagement is strongest when students' community perspective is valued and integrated into the learning, and when student identities and experiences are surfaced, affirmed, and validated in the classroom to provide multiple ways of understanding and experiencing academic content.

Additionally, engagement is strongest when students recognize and analyze historical and contemporary community and societal problems, ask critical questions and develop research investigations, separate evidence-based claims, evidence, and reasoning from opinions, and evaluate the usefulness and degree of reliability of different historical and current sources. Rich learning and engagement involves students working and growing together through both intellectual and emotional engagement, as well as through ethical reflection and civic agency as their learning connects to their local community and beyond.

Intellectual Work

- a. Essential knowledge and skills: Students will engage in developing factual, conceptual, and debatable knowledge, research and inquiry skills, critical and analytical thinking, and communication skills.²² Intellectual work is conducive to participatory civic engagement and responsible participation within and across students' local and global communities.
- b. Bias and perspective: Teachers and students consider the dynamic nature of knowledge and of multiple and varied perspectives while developing critical thinking habits. It is also important to acknowledge personal bias and positionality, and to be respectful and understanding of diverse cultural norms and perspectives.
- c. Independent and collaborative investigations: Students should have frequent opportunities to investigate subjects in depth and to participate in choosing topics and modes of learning. Classroom learning should include both independent investigation as well as cooperative learning, and learning opportunities should foster student agency, specifically regarding self-advocacy and collective action.
- d. Authentic audiences: Opportunities to present work that highlights student voice and learning to authentic audiences within and beyond their classroom and school are highly encouraged.

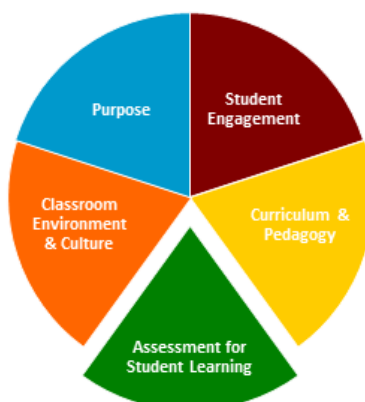
²² Erickson, (2005)

Engagement Strategies

- a. Culturally Relevant: Culturally relevant teaching asks educators to embrace student background and experience, which includes teachers exploring/identifying their own biases and positionality. It is essential that educators understand the beliefs, practices, ideologies, and experiences that shape our students' worldviews and experiences.
- b. Cooperative and collaborative learning: Social Sciences classrooms are active and dynamic learning spaces filled with rich cooperative and collaborative learning, inquiry, and student collaborative conversations and deliberation.

Discourse & Communication

- a. Inclusive: Social Science classes must be inclusive and affirming places where all students and staff of all backgrounds, cultures, and abilities feel welcomed, valued, challenged, and heard. This is evidenced by rich and varied opportunities for student discourse and communication with high levels of student engagement and participation. Intentionality in regards to diversity, equity, and inclusion are critical components of a functioning democracy.
- b. High Expectations: Classroom discourse and interactions reflect high expectations and beliefs about all students' capabilities - academic, social, emotional, cultural, and linguistic - and create a culture of belonging, equity and accountability for learning. This is evidenced by elevated and engaged learning partnerships and collaborations.
- c. Student-centered: Talk is student centered with a healthy balance of teacher-to-student talk and student-to-student talk. Academic language supports and intentional planning for rigorous academic discourse allows students multiple opportunities to practice talking about and across topics and issues.
 - i. Student-student collaborative conversations are conducive to the real-world relevance and work of social scientists, which includes building knowledge, critical thinking, research, and communication skills.



5. Assessment for Student Learning: The use of varied and frequent standards-based assessments - diagnostic, formative, self, and summative - facilitate and guide student growth within the learning targets and the expectations of the 2021 Oregon Social Sciences Standards Integrated with Ethnic Studies. A multifaceted and responsive approach to standards-based assessment gives students more opportunities to demonstrate what they know.

Assessments

- a. Self-assessment: Students reflect and assess their own learning in relation to the learning target(s) and they reflect and set goals based on teacher and peer feedback.
- b. Multiple opportunities: There are multiple assessment opportunities and the teacher expects all students to demonstrate progress towards their learning goals.
 - i. There is an expectation that all students receive feedback on multiple assessment opportunities to demonstrate their learning.
 - ii. Additionally, evidence of learning may look different from student to student, which addresses the need for equity through diversity in assessment.²³
- c. Varied methods of assessment: Assessment methods include a variety of approaches to gather comprehensive and quality information while leveraging the strengths of different student learning styles and funds of knowledge.
 - i. Assessments should be designed to meet the needs of each student and include a variety of student assessment data (e.g., individual charts, conferring records, portfolios, conferring, rubrics, etc.).
- d. Best practices for multilingual learners:²⁴ Assessment practices should evaluate language and content standards independently, and should provide multiple opportunities for students to demonstrate proficiency through a variety of modalities. Further:
 - i. Consider language, culture, and background factors when analyzing and creating assessments.
 - ii. Utilize students' heritage languages to assess content knowledge when possible and appropriate.

Formative Assessment and Adjustments

- a. Ongoing Feedback and Adjustment: Teachers utilize feedback and ongoing formative assessment to adjust supports and be more responsive to students, to redirect instruction, and to assist with student self-reflection, evaluation, and goal setting.

Alignment to Oregon State Standards

- a. Assessments are aligned to 2021 Oregon Social Science Standards Integrated with Ethnic Studies and BSD Learning Targets. Additionally, assessments are within and across the domains of Civics and Government, Geography, Historical Knowledge and Historical Thinking, Economics and Financial Literacy, and Social Science Analysis.

** Best Practices References available in Appendix B.*

** Public facing Best Practices available in Appendix N.*

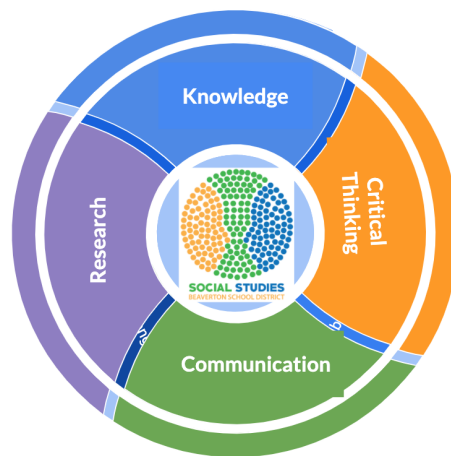
²³ Best Practices Connection to the Nine Components of the BSD SBLS.

²⁴ Multilingual Dept. Guiding Principles & Best Practices (2018)

Social Sciences Learning Targets in Grades 6, 7, 8

The BSD Middle School learning target model has 4 Academic Learning Targets (ALTs): Knowledge, Critical Thinking, Communication, and Research. The Academic Supporting Targets (ASTs) are student-friendly “I can” statements derived from the 2021 Oregon Social Science Standards Integrated with Ethnic Studies. The ASTs cover the domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, Social Science Analysis.

The goal of this 4 ALT model is to encompass the knowledge, skills, and practices of a critically-minded social scientist, and to deepen the student experience beyond traditional knowledge acquisition.



Grade 6: Western Hemisphere (World History)

The 6th grade focus is on North American Indigenous history prior to European settlement, and all of Central and South American history. Students have the opportunity for U.S. History in 5th, 8th, and High School. When possible, connections and relevance to current events in the Americas should be linked to the Grade 6 Standards.

Grade 7: Eastern Hemisphere (World History)

The 7th grade year focus is on the history of Africa, Asia, Europe, Australia, and the islands of Oceania. The intention of the Grade 7 world history is to create a more inclusive history beyond the “Fertile Crescent,” Greece, and Rome. The empires and cultures of Africa and Asia beyond the Middle East are also excellent choices to match the standards. When possible, connections and relevance to current events in the regions of study should be linked to the Grade 7 Standards.

Grade 8: United States History (1776 to Reconstruction)

The Grade 5 Standards included Exploration through the Articles of Confederation. Grade 8 Standards can review the early U.S. Republic through the end of the U.S. Civil War and Reconstruction. When possible, connections and relevance to current events and the early history of the U.S. should be linked to the Grade 8 Standards.

6th Grade Social Sciences

Academic Learning Target #1: Knowledge

I can develop and demonstrate factual and conceptual knowledge about World History in the Western Hemisphere.

AST supporting targets for Knowledge (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, student-friendly I/We Can statements
6.1 * Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early major western and non-western civilizations. (Civics & Government)	I can describe, compare, and contrast how governments and government documents and actions can impact different groups of people.
6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. (Civics & Government)	
6.2 Describe current forms of government in countries in the Western Hemisphere and the specific roles played by citizens in countries of the Western Hemisphere. (Civics & Government)	I can describe, compare, and contrast the governments and rights and responsibilities of citizens and residents, and the variety of ways they participate and contribute with/in governments.
6.4 * Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups. (Civics & Government)	I can identify and analyze ways that people work together towards justice, equality, and equity, both now and in the past.
6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere. (Geography)	I can identify and describe the ways that people and cultures connect to the lands they live on.
6.15 Explain and demonstrate how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as religion, land use, population). (Geography)	I can explain and show how changes to transportation, communication and technology influence people, ideas, sustainability, and cultures.

6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability.	
6.9 Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards, and online and mobile payments. (Financial Literacy)	I can define and explain how spending, savings, credit, borrowing, debt, and digital banking affect my personal financial future.
6.10 Discuss the advantages and disadvantages of borrowing money to buy something. (Financial Literacy)	
6.11 Identify and explain ways to manage risk and how insurance plays a role in mitigating loss. (Financial Literacy)	
6.12 Define and explain the following: spending, savings, credit, and debt. (Financial Literacy)	
6.17 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures, and family and community systems) across Indigenous civilizations.	I can identify and examine the roles, impact, importance, and contributions of diverse groups of people across Indigenous nations and civilizations (past and present).
6.19 Examine the historic and current contributions and relevance of Indigenous cultures.	

6th Grade Social Sciences

Academic Learning Target #2: Critical Thinking

I can develop deep, analytical, historical thinking and analysis

AST supporting targets for Critical Thinking (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
6.6 Analyze the roles of competition, supply, and demand in determining prices and wages. (Economics)	I can explain and evaluate how supply, demand, competition, trade, and debt influence economies, and their costs and benefits to different groups of people.
6.7 Explain the function of imports, exports, and trade in the economy. (Economics)	

6.8 * Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for historically marginalized groups and individuals in early major western and non-western civilizations. (Economics)	
6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions of physical and human characteristics.	I can construct , interpret and analyze maps, graphs, charts, models, and datasets to find patterns in human geographic interactions.
6.18 Evaluate the impact of systems of colonial cultures on the Indigenous peoples, such as termination, sovereignty, and treaties.	I can evaluate the impacts of colonization on Indigenous nations and peoples (including termination, sovereignty, treaties).
6.20 * Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere. (Historical Knowledge)	I can identify and analyze the impacts of oppression, injustice, and resistance both throughout history and currently.
6.21 * Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere. (Historical Knowledge)	I can identify and analyze how power and systems of government can be used to oppress different groups of people.
6.22 Compare alternative ways that historical periods and eras are designated and time is marked in the Western Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium).	I can identify and use different ways of showing time periods.
6.23 * Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from Indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere. (Historical Thinking)	I can explain and analyze how people, cultures, products, events, and ideas can be viewed differently at different points in time, or by different groups of people.

6th Grade Social Sciences

Academic Learning Target #3: Communication

I can organize, document, and demonstrate my learning and action(s) in a variety of ways.

AST supporting targets for Communication (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Vocabulary <i>(not derived from OR standards, added by team)</i>	I can use and explain accurate and important vocabulary to express my thinking.
Discussions <i>(not derived from OR standards, added by team)</i>	I can engage in and contribute to group discussions.
Presenting Information <i>(not derived from OR standards, pulled from Lang Arts AST 2.4)</i>	I can present accurate and important information and ideas in my writing and speech <i>(both in my own words and paraphrased)</i> .
Digital Media and Visuals <i>(not derived from OR standards, pulled from Lang Arts AST 2.3)</i>	I can use and integrate digital media and/or visuals to display and communicate accurate and important information.
6.28 Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of these arguments. (Social Science Analysis)	I can create and organize information and arguments using claims, evidence, and reasoning from multiple sources <i>(articles, videos, graphs, maps, models, primary, and secondary sources)</i> . I can acknowledge and evaluate the strengths and limitations of my arguments <i>(claims, evidence, and reasoning)</i> .
6.27 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies, and potential outcomes. (Social Science Analysis)	I can assess and demonstrate the power of individuals and groups to communicate the need for change and to make change in my community and world.

6th Grade Social Sciences

Academic Learning Target #4: Research

I can develop and demonstrate independent and collaborative research skills and practices for inquiries and investigations.

AST supporting targets for Research (6 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Thesis and Research <i>(not derived from OR standards, pulled from Lang Arts AST 1.1)</i>	I can use a given question or thesis to guide my research.
Citations <i>(not derived from OR standards, pulled from Lang Arts AST 1.3)</i>	I can organize and document basic citation information.
6.5 * Investigate current issues and how they relate to other countries. (Civics & Government)	I can investigate current issues and how they relate to other countries.
6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research. (Social Science Analysis)	I can gather, record, organize, interpret, and use information from many different sources while distinguishing facts, opinions, and different points of view.
6.25 Critique information by determining its sufficiency to answer questions and if the source is credible. (Social Science Analysis)	I can critique and determine if a source is trustworthy (credible) and if it can help answer questions.
6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem. (Social Science Analysis)	I can identify and analyze specific problems and opportunities challenging my community as well as the world.

7th Grade Social Sciences

Academic Learning Target #1: Knowledge

I can develop and demonstrate factual and conceptual knowledge about World History in the Eastern Hemisphere.

AST supporting targets for Knowledge (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
7.1 Describe the role of citizens in governments. (Civics)	I can describe, compare, and contrast the rights and responsibilities of citizens and residents, and the variety of ways they participate and contribute with/in governments.
7.2 * Compare and contrast early forms of governance and the global economic systems, including the treatment of historically	

marginalized groups and individuals (i.e. Indigenous peoples, ethnic and religious minorities) via the study of early civilizations of the Eastern Hemisphere. (Civics)	
7.10 Compare the costs and benefits of buying on credit (e.g., investment, debt, foreclosure, interest). (Financial Literacy)	I can compare the advantages and disadvantages of credit, investment, debt, interest, employment, bartering, currency, etc.
7.11 Summarize the advantages and disadvantages of different types of monetary and financial systems (e.g., trade, bartering, modern types of payments, currency). (Financial Literacy)	
7.12 Define and explain the following: employment, income, and investing. (Financial Literacy)	
7.15 * Identify and describe how the relationship to land, utilization of natural resources, displacement, and land ownership impacts historically underrepresented identities, cultures, and communities in the Eastern Hemisphere. (Geography)	I can identify and describe the characteristics and impact of human relationships to one another and human relationships to the land and natural resources (including claimed ownership, transportation, technology, and sustainability).
7.17 Describe the historical and current physical, cultural, and economic characteristics of ecoregions. (Geography)	
7.18 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere. (Geography)	
7.16 Explain how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices. (Geography)	I can examine and explain the connection of people and groups through both trade and technology, ideas and culture, and how these connections impact different groups in different ways.
7.19 Determine and explain the interdependence of people around the world during significant eras or events. (Geography)	
7.23 Examine the importance of trade routes and trace the rise of cultural centers. (Historical Knowledge)	

7.21 Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism). (Historical Knowledge)	I can describe and compare the beliefs, expansion, and influence of polythesistic and monotheistic religions on different groups of people.
7.24 Compare alternative ways that historical periods and eras are designated and time is marked in the Eastern Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium). (Historical Thinking)	I can identify and use different ways of showing time periods.
7.25 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Eastern Hemisphere. (Historical Thinking)	I can identify the motivations and tools that people in power and governments can use to oppress (bias, injustice, discrimination, racism, antisemitism, and stereotypes).

7th Grade Social Sciences

Academic Learning Target #2: Critical Thinking

I can develop deep, analytical, historical thinking and analysis skills.

AST supporting targets for Critical Thinking (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
7.4 * Analyze the origins, and influence of historical documents, philosophies, religious systems and values, on the development of modern governments and the concept of individual rights, responsibilities for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups. (Civics)	I can analyze how different ideas and religious systems impact the way governments are formed, how we view individual rights, and how we work for justice and equality for individuals and groups that haven't been treated equally.
7.5 * Identifying and analyzing historical and contemporary means societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups. (Civics)	I can identify and analyze past and present ways that individuals and groups that haven't been treated equally fight for justice, equality, and equity.

7.6 Explain the function of profit in the economy. (Economics)	I can analyze and explain how supply, demand, and trade affect prices, wages, services, labor, and profit and their impacts on diverse groups of people.
7.7 Analyze the roles of competition, supply, and demand in determining prices, wages, services, and labor. (Economics)	
7.8 Examine how economic decisions affect the well-being of individuals, businesses, and society. (Economics)	
7.9 Compare and contrast the function of imports, exports, and barriers and the effects on various groups in regards to trade within mercantilism versus a free-trade global economy. (Economics)	
7.13 Construct and use maps, graphs, charts, models, and databases to make analytical inferences and predictions regarding geographic distributions. (Geography)	I can construct , interpret and analyze maps, graphs, charts, models, and datasets to find patterns in human geographic interactions.
7.14 Interpret maps and other geographic tools to find patterns in human and physical systems. (Geography)	
7.20 * Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures and, family and community systems) across Indigenous civilizations, ethnic and religious groups, and other historically underrepresented groups throughout the Eastern Hemisphere. (Historical Knowledge)	I can identify and examine the contributions and impacts of underrepresented or marginalized groups in society.
7.22 Compare the political, technological, and cultural achievements of individuals and groups; and the transformation of cultures and civilizations. (Historical Knowledge)	I can compare and analyze the contributions of groups and individuals in politics, technology, and culture.
7.26 * Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Eastern Hemisphere. (Historical Thinking)	I can identify and analyze the causes and effects of oppression and resistance in the lives of people.

7th Grade Social Sciences

Academic Learning Target #3: Communication

I can organize, document, and demonstrate my learning and action(s) in a variety of ways.

AST supporting targets for Communication (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Vocabulary <i>(not derived from OR standards, added by team)</i>	I can use and explain accurate and important vocabulary to express my thinking.
Discussions <i>(not derived from OR standards, added by team)</i>	I can engage in and contribute to group discussions.
Presenting Information <i>(not derived from OR standards, pulled from Lang Arts AST 2.4)</i>	I can present accurate and important information and ideas in my writing and speech <i>(both in my own words and paraphrased)</i> .
Digital Media and Visuals <i>(not derived from OR standards, pulled from Lang Arts AST 2.3)</i>	I can use and integrate digital media and/or visuals to display and communicate accurate and important information.
7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. (Social Science Analysis)	I can assess and demonstrate the power of individuals and groups to communicate the need for change and to make change in my community and world.
7.30 Construct arguments using claims and evidence from multiple sources and diverse media while acknowledging the strengths and limitations of the arguments. (Social Science Analysis)	<p>I can create and organize arguments using claims, evidence, and reasoning from multiple sources <i>(articles, videos, graphs, maps, models, primary, and secondary sources)</i>.</p> <p>I can acknowledge and evaluate the strengths and limitations of my arguments and sources.</p>

7th Grade Social Sciences

Academic Learning Target #4: Research

I can develop and demonstrate independent and collaborative research skills and practices for inquiries and investigations.

AST supporting targets for Research (6 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Thesis and Research <i>(not derived from OR standards, pulled from Lang Arts AST 1.1)</i>	I can use a given question or thesis to guide my research.
Citations <i>(not derived from OR standards, pulled from Lang Arts AST 1.3)</i>	I can organize and document basic citation information.
Information from Multiple Sources <i>(derived from OR standard 6.24: Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research, and from Lang Arts AST 1.2)</i>	I can gather, record, organize, and analyze information from multiple sources and distinguish facts, opinions, and different points of view.
7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world. (Civics & Government))	I can investigate and connect global events to historic, economic, and geographic patterns, and develop an informed position.
7.27 Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information. (Social Science Analysis)	I can critique and analyze information based on point of view, historical context, reliability, propaganda, and relevance including sources with conflicting information.
7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (Social Science Analysis)	I can analyze how specific problems (local, regional, and global) occur and change over time (historically, economically, and/or geographically), and analyze the experiences of those that work to address problems.

8th Grade Social Sciences

Academic Learning Target #1: Knowledge

I can develop and demonstrate factual and conceptual knowledge about United States History [1776 to Reconstruction].

AST supporting targets for Knowledge (13 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution. (Civics & Government) 8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution. (Civics & Government)	I can identify the rights that individual people have under the Constitution (and other historical documents) and explain how they apply to real world scenarios.
8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples. (Civics & Government)	I can compare and contrast different interactions between European nations and Indigenous nations including the many effects of European colonization.
8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas. (Civics & Government)	I can explain how political parties and interest groups have evolved over time and determine their impact on historical events, issues, and ideas.
8.10 Explain the specific roles and responsibilities of citizens in a participatory democracy. (Civics & Government)	I can identify and explain the roles and responsibilities of citizens in a participatory democracy.
8.11 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy. (Civics & Government)	I can compare and contrast the United States' government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.
8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services) (Financial Literacy) 8.16 * Explain how compound interest can generate both wealth and debt. (Financial Literacy) 8.17 * Define and analyze the concept of "fair lending practices" and the history of	I can compare and contrast different types of financial institutions including the services they provide, financial marketing, the role of interest, debt, "fair lending" and historical discrimination in the U.S. financial system.

discrimination and systemic inequalities in the US financial system. (Financial Literacy) 8.18 Describe how marketing and advertising can influence financial decision-making such as spending and saving decisions. (Financial Literacy)	
8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development. (Geography)	I can identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.
8.21 Explain how technological developments (such as the cotton gin, roads, railroads, canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g sustainability, economics ecosystems). (Geography)	I can explain how technological developments, societal decisions, and personal practices impact the physical environment in the U.S.
8.24 * Examine the causes of westward expansion, the resulting cultural and physical genocide, and the methods of resistance, change, and adaptation, by Indigenous peoples in response to the invasion of their lands. (Historical Knowledge)	I can identify the causes of westward expansion and explain how they led to cultural and physical genocide of Indigenous nations and people. I can describe how Indigenous nations and peoples resisted, changed and adapted in response to the invasion of their lands.
8.26 Analyze the figures, groups, events, and philosophies that led to the United States' colonial independence from British Rule. (Historical Knowledge)	I can identify and analyze the people, groups, events and philosophies that led to the United States' colonial independence from British Rule.
8.29 * Identify and analyze the forms of resistance utilized by enslaved people, including self emancipation, sabotage, and rebellion. (Historical Knowledge)	I can identify and analyze the methods of resistance used by enslaved people (including but not limited to self emancipation, sabotage, and rebellion) .
8.32 * Identify and analyze methods of subversion, resistance, challenge, and perseverance, within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives. (Historical Thinking)	I can identify and analyze the methods of subversion, resistance, challenge, and perseverance of enslaved people and/or historically underrepresented groups

8th Grade Social Sciences

Academic Learning Target #2: Critical Thinking

I can develop deep, analytical, historical thinking and analysis skills.

AST supporting targets for Critical Thinking (15 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
8.5 * Examine and analyze significant documents establishing civil rights in the United States and Oregon, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution. (Civics & Government)	I can analyze significant historical documents that have expanded civil rights for historically underrepresented groups in Oregon and the United States.
8.6 * Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900 and their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups. (Civics & Government)	I can analyze discriminatory legal structures and Supreme Court decisions in order to explain their lasting impact on the status, rights, and liberties of historically underrepresented groups.
8.7 * Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level. (Civics & Government)	I can analyze the methods that individuals and groups have used to expand citizenship to include historically underrepresented groups.
8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights. (Civics & Government)	I can analyze the political and ethical values that are present in important U.S. historical documents.
8.9 * Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the	<p>I can compare and contrast the methods that different individuals and groups have used to make change in U.S. society.</p> <p>I can identify individuals and groups who have fought for the expansion of justice,</p>

expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups. (Civics & Government)	equality, and equity for historically underrepresented groups
8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies. (Economics)	I can analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.
8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy (Economics)	I can assess the function of imports, exports, innovation, and entrepreneurship in a market economy.
8.14 * Examine and explain the significance of historic and modern-day exploitative labor systems (e.g., enslavement, chattel slavery, indenture, human trafficking, peonage, convict leasing, sharecropping, migrant labor, and immigrant labor) in the development of the economic system in the U.S. (Economics)	I can analyze historic and modern day exploitative labor systems and explain their significance to the development of the U.S. economic system.
8.19 Interpret maps to identify the growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade). (Geography)	I can interpret maps in order to describe the growth and development of the United States.
8.25 * Evaluate the impact of the intersectionality of what constitutes identity including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events. (Historical Knowledge)	I can evaluate the ways that intersectional identities impact the living histories and experiences of peoples, groups, and events.
8.27 * Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world. (Historical Knowledge)	I can identify and explain the importance and contributions of historically underrepresented groups in Oregon, the United States, and the world.
8.28 * Critique and analyze historical events to recognize power, authority, religion, economics, and governance as they relate to	I can critique and analyze historical events in order to explain how power, authority, religion, economics, and governance are connected to systemic

systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups in the colonial and modern era. (Historical Knowledge)	oppression and its impact on historically underrepresented groups.
8.31 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives. (Historical Thinking)	I can synthesize information and data to construct an understanding of historical events that includes multiple sources and varied perspectives.
8.34 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (Social Science Analysis)	I can describe the characteristics and causes of a specific problem, explain the challenges and opportunities faced by those trying to address the problem, and analyze how the problem can show up at local, regional, and global levels over time.

8th Grade Social Sciences

Academic Learning Target #3: Communication

I can organize, document, and demonstrate my learning and action(s) in a variety of ways.

AST supporting targets for Communication (7 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Vocabulary <i>(not derived from OR standards, added by team)</i>	I can use and explain accurate and important vocabulary to express my thinking and learning.
Discussions <i>(not derived from OR standards, added by team)</i>	I can engage in and contribute to group discussions.
Presenting Information <i>(not derived from OR standards, pulled from Lang Arts AST 2.4)</i>	I can present accurate and important information and ideas in my writing and speech <i>(both in my own words and paraphrased)</i> .
Digital Media and Visuals <i>(not derived from OR standards, pulled from Lang Arts AST 2.3)</i>	I can use and integrate digital media and/or visuals to display and communicate accurate and important information.
8.35 Analyze and apply a range of deliberative and collaborative procedures to	I can assess and demonstrate the power of individuals and groups to communicate

make decisions and take informed action. (Social Science Analysis)	the need for change and to make change in my community and world.
8.36 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations. (Social Science Analysis)	I can create and organize arguments using claims, accurate and important evidence, and reasoning from multiple sources (<i>articles, videos, graphs, maps, models, primary, and secondary sources</i>). I can construct explanations using reasoning, correct sequence, examples and details with relevant information, and evaluate the strengths and weaknesses of my explanations.

8th Grade Social Sciences

Academic Learning Target #4: Research

I can develop and demonstrate independent and collaborative research skills and practices for inquiries and investigations.

AST supporting targets for Research (9 total)

Original language from 2021 standards (new standards have an asterisk*)	Condensed, Student-friendly I/We Can statements
Thesis and Research (<i>not derived from OR standards, pulled from Lang Arts AST 1.1</i>)	I can use a given question or thesis to guide my research.
Information from Multiple Sources (<i>derived from OR standard 6.24 and Lang Arts AST 1.2</i>)	I can gather, record, organize, interpret, and use information from many different sources while distinguishing facts, opinions, and points of view.
Citations (<i>not derived from OR standards, pulled from Lang Arts AST 1.3</i>)	I can organize and document basic citation information.
8.22 * Evaluate continuity and change over the course of United States history by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives. (Historical Knowledge)	I can analyze examples of class, gender, religious, regional and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives

8.23 Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction. (Historical Knowledge)	I can analyze key people, groups, and events from the 1780s through Reconstruction.
8.30 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives. (Historical Thinking)	I can use and interpret primary and secondary sources from multiple perspectives.
8.33 Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history. (Social Science Analysis)	I can analyze information for point of view, historical context, distortion, bias, propaganda, and relevance in order to critique dominant historical narratives.
8.34 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. (Social Science Analysis)	I can define and assess how a specific problem and those that work to address it (local, regional, and global) can historically, economically, and/or geographically develop and change over time.
8.35 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action. (Social Science Analysis)	I can analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.

Middle School Social Sciences Instructional Resources Review Process

In the fall of 2020, the Social Sciences Teacher Cadre reviewed and adapted a set of working criteria to review instructional resources. The Teacher Cadre utilized the Oregon Department of Education's Social Sciences criteria (Appendix D), co-constructed the "BSD Social Sciences Teacher Cadre: Essential Considerations for Social Sciences Instructional Materials" (Appendix E), and BSD's Selection Criteria for Instructional Materials (IIA-AR) (Appendix F).

Upon review of the instructional materials on the ODE Adoption List, it became clear that many of the resources were primarily textbook-based, and that all the materials were aligned to the 2018 Social Sciences standards. When the 2021 Oregon K-12 Social Science Standards Integrated with Ethnic Studies were formally adopted in February of 2021, the teacher cadre committed to working towards those standards and themes of: Identity, Histories/Perspectives, (Anti)Oppression and Resistance, Taking Action for Justice. The district Social Sciences content specialists did an additional review of available instructional materials in the winter of 2021 and came up with 11 options (see below).

After reviewing the materials against the aforementioned criteria (Appendix D, E, F), a large majority of the materials were considered insufficiently aligned to the 2021 Oregon Social Sciences standards and the instructional goals for our proposed Middle School Social Sciences program. Further, the 11 options were narrowed to three finalists that took part in a more rigorous review with the Middle School Teacher Cadre, which was then narrowed to two: Actively Learn and Discovery Education. The two finalists were shared on the district webpage for review and community input for three weeks (Appendix G). Upon completion of their full review process, the Teacher Cadre voted to recommend Discovery Education (the final Teacher Cadre vote was 9 for Discovery Education, 1 for Actively Learn). The Project Team voted for Discovery Education with one dissenting opinion (Appendix O). Please see Appendix H for the summary of the two programs and how they aligned to the aforementioned criteria.

1. Began with	2. Narrowed to	3. Two Finalists (pilots in classrooms, open to public viewing and feedback)	4. Teacher Cadre recommendation
<ol style="list-style-type: none"> 1. Pearson* 2. McGraw Hill Education* 3. Houghton Mifflin Harcourt* 4. Cengage Learning, Inc.* 5. Social Studies School Service* 6. Discovery Education 7. Actively Learn (Achieve3000) 8. TCI: History Alive! 9. Choices (Brown University) 10. Teacher Created Materials Company 11. The DBQ Project 	<ol style="list-style-type: none"> 1. Social Studies School Service 2. Actively Learn (Achieve3000) 3. Discovery Education 	<ol style="list-style-type: none"> 1. Actively Learn (Achieve 3000) 2. Discovery Education 	<p>Discovery Education.</p> <p>**The Project Team recommends yearly subscriptions, per Middle School, every year for the duration of the adoption.</p>

* ODE state-approved for the 2018 Social Sciences Standards.

Below is a summary of the major considerations in the Middle School Teacher Cadre's recommendation of Discovery Education for core instructional resources and materials.

1. Dual-Language and Spanish translation.

- a. Discovery has authentically translated Spanish (translated by a linguist) while Actively Learn has Google translated Spanish that needs to be initiated by students highlighting text and clicking "translate." Discovery has 40+ languages for its text-to-speech feature while Actively Learn has 10. A core set of instructional materials for both Dual-Language and English-speaking classes was a priority for our adoption. As a dual language and multilingual school district, curricular materials and resources in multiple languages are an integral part of supporting and celebrating all of the linguistic diversity that students bring to the classroom.

2. Accessibility

- a. Discovery's primary text, the "Social Studies TechBook," is available in 2 different lexile levels in both English and authentically-translated Spanish (on grade level lexile and approx. 2 grade levels lower). This makes non-fiction text more accessible for all students and all academic programs. In Discovery, teachers would also have access to K-5 Social Sciences content if they deemed it necessary.
- b. Actively Learn is only available at grade-level lexile in English with the support of built in scaffolds (with the option for students to translate sections into Google-translated Spanish).

3. Professional Development (PD)

- a. Discovery partners with Dr. Sharroky Hollie and the [The Center for Culturally Responsive Teaching and Learning \(CCRTL\)](#) (Appendix H) and will offer PD on culturally-responsive pedagogy *and* the platform and navigation (see section Middle School Social Sciences Professional Development Plan for more information). PD offerings from Discovery are more robust and include more options and pathways for teachers' needs to be met. Discovery has also offered to collaboratively co-host a session with BSD and Dr. Hollie on culturally-responsive pedagogy.

4. Text and non-text options

- a. Discovery has significantly more non-text offerings (200,000+ primary sources, specifically created channels, videos, articles, multiple perspective interactives, current events, graphic organizers, and history podcasts and audio-visuals), as well as a more traditional central text, the "Social Studies TechBook," that is organized by state standards and topical units in 5 categories (Engage, Explore, Explain, Elaborate, Evaluate). We believe this format will be stronger and more engaging for students, easier to utilize in the classroom, and that it will be easier to help teachers new to Social Sciences and/or new to tech-based content navigate, teach, and engage students in core ideas, concepts, skills, and content.
- b. Actively Learn is primarily based in non-fiction article-based texts with much more limited non-text offerings (ex. videos). The Teacher Cadre believes that Actively

Learn would require supplemental activities and non-text materials that teachers would need to find on their own outside of the platform.

- i. From BSD teacher: "I'm concerned students will not find this content engaging. It's a lot like Newsela and my students don't love using Newsela. It will require a great deal of teacher planning and creativity to support Actively Learn. I see using Actively Learn as a support but not a focus in my classroom."
- ii. From BSD teacher: "I am concerned that it needs much more for teachers to use and it doesn't have an easy to go guide for a unit without needing to supplement. I also worry that it will be repetitive for kids since most of the activities are reading."
- iii. Additionally, BSD has already secured middle school Newsela access for the next school year, which is a non-fiction text/article based platform. However, it should be noted that the Teacher Cadre has found Actively Learn to be a superior option to Newsela as a supplemental resource. The Teacher Cadre will advocate for Actively Learn to be considered in the next Language Arts adoption cycle and/or in the next Newsela contract renewal window.

5. Multiple and Diverse Perspectives

- a. Discovery has more access to text and non-text resources highlighting multiple and diverse perspectives through both activities (ex. perspective activities) and curated channels and content. Discovery also had a wider range of resources that highlighted and celebrated the joy and richness of different cultures, as well as social justice and equity issues (Appendix J).
- b. Actively Learn feedback from BSD community member: "The [Discovery] topics are more inclusive and not white-centered."

6. Educator Support and Responsiveness from Company

- a. Discovery has been proactive and highly communicative throughout the process. In addition to scheduled weekly check in meetings, they have taken the lead in integrating culturally responsive teaching and customizing PD offerings. They have had a very quick turnaround with respect to technical questions and have been willing to bring in their content and project team leads to collaborate with our teachers and specialists on short notice. Overall, their customer service and support has been superior.
- b. The Actively Learn contact has been helpful but has been much less proactive and did not provide check ins/help.

To see a summary of the pilot information from Discovery Education, please see Appendix K.

Middle School Social Sciences Instructional Resources

Discovery Background:

Discovery Education's Social Sciences Program will engage students and drive inquiry and learning as outlined to the 2018 K-12 Oregon Social Science standards. Additionally, the 2021 Oregon Social Sciences standards will be included within the Discovery platform in the summer of 2021. The Discovery platform is organized across World Geography and Cultures, Civics, World History, and United States History courses. The Discovery Education ecosystem, which includes the *Social Studies Techbook*, includes hundreds of thousands of standards-aligned, multi-modal resources across all subject areas, along with language and accessibility supports. Partnerships like the RFK Human Rights Foundation and the Shoah Foundation provide students with myriad opportunities to learn from multiple and diverse perspectives and individuals who lived and learned from events in both the past and present. Additional partnerships like Learning for Justice enable teachers to create a safe and inclusive learning environments for all students to study and discuss issues of discrimination, equity, racism, and prejudice as outlined in the 2021 Social Science Standards Integrated with Ethnic Studies.

Model of Instruction:

At the core of Discovery's Middle School Social Sciences platform is the *Social Studies Techbook*, which is a standards-aligned, core-curricular resource that uses an inquiry-based approach to enhance literacy and critical thinking skills while building students' capacity to engage through the 5Es: Engage, Explore, Explain, Elaborate, Evaluate. Students experience both history and current events through a combination of close reading, project-based learning, inquiry, critical thinking, and civic engagement. The *Techbook* pairs standards-based core content with thought-provoking essential questions, primary source analysis, multiple perspectives, and project-based tasks.

In Discovery Education's 5E Model, students develop and plan their inquiry and learning using disciplinary skills and tools. In Engage and Explore (the first two E's), students analyze and organize information to develop an initial response to the essential question. This initial learning provides students an opportunity to develop skills associated with the third dimension of the framework, Explain, where students begin to organize information that they have been gathering into a more concrete, communicable form using evidence from text, primary sources, secondary sources, video, imagery, audio, and interactives. Resources are built and curated to enable students to consider and engage through and across multiple perspectives in both historical and current events. Finally, both the Elaborate and the Evaluate models are linked to resources that provide students with opportunities to communicate conclusions and take informed action. Across the instructional cycle, students are engaged in critical non-fiction literacy activities and thinking that strengthens their historical and contemporary knowledge, critical thinking, research, and communication skills; as well as their reading, writing, speaking, listening, and social sciences analysis skills.

Middle School Social Sciences Professional Development Plan

The Middle School Social Sciences Professional Development (PD) Plan will be informed and shaped by ongoing teacher input, feedback, and teacher cadre leadership. Our PD approach will include opportunities for face-to-face collaborations, as well as remote professional learning including synchronous and asynchronous online instructional support, ready-to-implement classroom application, and job-embedded instructional coaching support. Additionally, PD will include both ongoing BSD-facilitated PD, which will be planned and led by BSD teachers and TOSAs, as well as Discovery-offered PD that help teachers develop proficiency within the *Social Studies TechBook* and Discovery platform. Ultimately, the role of Social Sciences teacher-leaders and teacher cadre members will be paramount, as they will be the central teacher group that helps craft, plan, lead, and build on instructional capacity for Best Practices within the Social Sciences.

In both summer 2021 inservice PD and throughout the school year with available district PD opportunities, all Middle School Social Sciences teachers will engage in professional development tailored to build their instructional capacity for the Best Practices within the Social Sciences, which includes purpose (as expanded upon in the Position Paper), student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture. There will also be a central focus on the 2021 Oregon Social Science standards and Ethnic Studies themes of Identity, Histories/Perspectives, (Anti)Oppression and Resistance, and Taking Action for Justice. Additional and important elements of BSD PD will include (but not be limited to) culturally and linguistically responsive teaching, equity, language support, supporting student engagement and academic discourse, digital literacy and reading strategies, and differentiation.

There will be both required district PD, as well as more flexible and multiple pathways for how teachers can engage in professional learning. Initially, all 6-8 teachers will participate in inservice training (Summer 2021) which will be centered on three major areas:

1. Best Practices within the Social Sciences, which includes and will be centered on purpose (including the BSD Position Paper), student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture. This will be planned and facilitated by BSD TOSAs and Social Sciences teacher-leaders.
 - a. This will also center the 2021 Oregon Social Sciences standards and the BSD learning targets, as well as the ethnic studies themes of Identity, Histories/Perspectives, (Anti)Oppression and Resistance, Taking Action for Justice.
2. Culturally Responsive Teaching: This PD will include a collaborative session with Dr. Sharroky Hollie and The Center for Culturally Responsive Teaching and Learning (CCRTL). This professional learning will include work the district has been doing around culturally responsive teaching & learning, a keynote from Dr. Hollie, collaborative breakout sessions, and a call to action.
3. Social Studies TechBook Product Training/100 Level Courses with Discovery. This will be facilitated by Discovery and supported by BSD TOSAs - including digital curriculum TOSAs - and Social Sciences teacher-leaders.

BSD Middle School Social Sciences teachers will engage in both district required PD and in Discovery PD during the August 2021 inservice week and throughout the school year with available district PD opportunities.

Social Studies TechBook Product Training/100 Level Courses with Discovery: Completing 100-level courses will allow teachers to uncover features and functionalities of Social Studies Techbook and Discovery Education while developing proficiency on the use of interactive tools and resources to build engagement, critical thinking, and current event connections. Each course listed below is approximately one hour:

- SSTB01: Getting Started with Social Studies Techbook
 - Learning Target: I CAN identify Social Studies Techbook resources that can inform planning a unit.
- SSTB02: Social Studies Techbook Engage and Explore
 - Learning Target: I CAN identify Social Studies Techbook resources that can inform planning a concept.
- SSTB03: Social Studies Techbook Explain, Elaborate, and Evaluate
 - Learning Target: I CAN identify Social Studies Techbook resources that can inform planning a concept.
- SSTB04: Social Studies Techbook Model Lesson and Dashboard
 - Learning Target: I CAN identify components of a concept in Social Studies Techbook.

In addition to these 100 level courses with Discovery Education, middle schools will be given flexibility in how they engage with other Discovery PD, which includes 200 and 300 level courses, which are available in both synchronous and asynchronous platforms and through connections with grade level teams, school teams, and 1:1. For more information on Discovery offered PD, please see Appendix L.

Appendix A

Position Paper References

Footnote	References
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	place#:~:text=We%20recognize%20that%20students%20have,others%20to%20access%20their%20education
5b	Beaverton School District. (2020, September 30). <i>BSD Guidance on Social and Political Expression</i> [Press release]. https://www.beaverton.k12.or.us/departments/equity-inclusion/bsd-equity-place#:~:text=We%20recognize%20that%20students%20have,others%20to%20access%20their%20education
6	See above citation 1a.
7	N/A

Appendix B

Best Practices References

Footnote	References
1	University of Washington Center for Educational Leadership. (2020). <i>5 Dimensions (5D™) of Teaching and Learning version 4.5</i> . https://info.k-12leadership.org/5-dimensions-of-teaching-and-learning
2	Beaverton School District. (2018). <i>JBB - Educational Equity Policy</i> [Policy brief]. https://www.beaverton.k12.or.us/about-us/school-board/policies-and-regulations/section-j-students/jbb-educational-equity BSD Educational Equity Policy
3a	But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy. <i>Theory into Practice</i> , 34, 159-165. Ladson-Billings, G. (2014). Culturally Relevant Pedagogy 2.0: a.k.a. The Remix. <i>Harvard Educational Review</i> , 84, 74-84.
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12	See references 3a-3e
13	Muyskens, P., Betts, J., Lau, M., & Marston, D. (2009). Predictive validity of curriculum-based measures in the reading assessment of students who are English language learners. <i>The California School Psychologist</i> , 14, 11-21.
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15	Erickson, Lanning, & French. (2017). <i>Concept-Based curriculum and instruction for the thinking classroom</i> (2nd ed.). Thousand Oaks, CA: Corwin.
16	Beaverton School District. (2021). <i>Best Practices Connection to the Nine Components of the BSD SBLS</i> . https://docs.google.com/document/d/1r4ICGvFG387cWXvcCdQI2ong60qQDmiUWz6ziEKzta0/edit?usp=sharing
17	See above citation 14.

Appendix C

5 Dimensions (5D™) of Teaching and Learning version 4.5, University of Washington Center for Educational Leadership, 2020.

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
PURPOSE		
Standards	<ul style="list-style-type: none">• The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills.• The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).	<ul style="list-style-type: none">• How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)?• How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.?• What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity?• Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)?• How are the standard(s) and learning target communicated and made accessible to all students?• How do students communicate their understanding about what they are learning and why they are learning it?• How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning?• How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
Learning Target and Teaching Points	<ul style="list-style-type: none">• The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students.• The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context.• The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).	
STUDENT ENGAGEMENT		
Intellectual Work	<ul style="list-style-type: none">• Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making).• Students take ownership of their learning to develop, test and refine their thinking.	<ul style="list-style-type: none">• What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.?• What does student talk reveal about the nature of students' thinking?• Where is the locus of control over learning in the classroom?• What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? In what ways is work designed to promote sustained interest (e.g. creates value for students, generates student questions, promotes student ownership of material, etc.)?• What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)?• How are student identities and experiences surfaced and valued in the classroom to provide multiple ways of understanding and experiencing academic content?• What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?• Do all students have access to participation in the work of the group? Why/why not? How is participation distributed?• What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?
Engagement Strategies	<ul style="list-style-type: none">• Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning.• Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.	
Talk	<ul style="list-style-type: none">• Student talk reflects discipline-specific habits of thinking and ways of communicating.• Student talk embodies substantive and intellectual thinking.	

5D continued on the next page.

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CURRICULUM & PEDAGOGY		
Curriculum	<ul style="list-style-type: none">Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant.The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.	<ul style="list-style-type: none">How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?)How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards?How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making?What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge?How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials?How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
Teaching Approaches and/or Strategies	<ul style="list-style-type: none">The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes.Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking.The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs.	
Scaffolds for Learning	<ul style="list-style-type: none">The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.	
ASSESSMENT FOR STUDENT LEARNING		
Assessment	<ul style="list-style-type: none">Students assess their own learning in relation to the learning target.The teacher creates multiple assessment opportunities and expects all students to demonstrate progress towards their learning goals.Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.).The teacher uses systems and routines for recording and using student assessment data (e.g., individual charts, conferring records, portfolios, rubrics) and emphasizes this data as evidence of student progress towards learning goals.Assessment criteria, methods and purposes are transparent and match the learning target.	<ul style="list-style-type: none">How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment?What opportunities are provided for students to revise their work based on teacher and peer feedback?How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws?How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking?How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning?How does the teacher's instruction reflect planning for assessment?How does the teacher use multiple forms of assessment to inform instruction and decision-making?How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
Adjustments	<ul style="list-style-type: none">The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.The teacher provides feedback that fosters students' meta-cognition to promote their role as editors of their work and that of their peers.	

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CLASSROOM ENVIRONMENT & CULTURE		
Use of Physical Environment	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
Classroom Routines and Rituals	<ul style="list-style-type: none"> Students show responsibility for and ownership of classroom systems and routines that further independence, learning, and a culture of respect. Available time is maximized in service of learning. 	
Classroom Culture	<ul style="list-style-type: none"> Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of belonging, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. The classroom culture fosters the exchange of constructive feedback and celebration of growth. 	

Appendix D

Oregon Department of Education Criterion for Instructional Materials in Social Sciences

Description
Section I: Alignment to the Oregon Social Sciences Standards
FOCUS: Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma Including the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills.
FOCUS: Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. Recognize, reinforce, and strengthen the inherent dignity of all students. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own.
FOCUS & RIGOR: Address developmentally appropriate best practices for all students. Promote civic awareness, understanding, and action within the school and lifelong civic involvement. Support and guide in-depth exploration and integration of conceptual understandings.
RIGOR: Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence. Encourage students to support their opinions and thinking with evidence.
RIGOR: Cultivate an exploration and problem solving of learning through higher level questioning.
COHERENCE: Use developmentally appropriate activities and materials to cultivate active civic participation. Provide opportunities for instruction relating to recurring themes and patterns.
RIGOR & COHERENCE: Encourage students to approach content through a disciplinary lens as social scientists. Encourage integration of history, economics, geography, civics, financial literacy, multicultural studies, and Social Science Analysis. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology). Lessons allow for cross-curricular standards alignment that can be utilized in other content areas.
COHERENCE: Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. Provide clear purposes for learning experiences, including but not limited to: A) essential questions; B) learning targets/objectives; and C) alignment with state standards.
Section II-V: Instructional Supports and Monitoring Student Progress
INDICATORS OF QUALITY: Student Engagement, Differentiated Instruction, Extensions & Educator Supports, & Monitoring Student Progress
Engage students in the understanding of everyone's rights and responsibilities through social action beyond the classroom.

Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play).
Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.
Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education).
Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.
Aligned to the Oregon Social Science standards.
Provide guidance on discussing controversial or sensitive topics.
Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to: a) real-life situations or mirror real-life situations; b) highlight vocabulary; c) focused and clear graphics, illustrations, maps, and other multimedia; d) case studies; e) art.
Emphasize academic vocabulary at all levels.
Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics.
Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.
Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.
Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and Alternative Education Students).
Section II: Student Engagement
Provides guidance for teachers to support differentiated and culturally responsive/relevant. Supports could include:
Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.
Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.
Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all students.
Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.
Provide activities that incorporate the arts.
Section III: Differentiated Instruction

Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students.
Provide direct access to equitable resources through various levels of technology. <ul style="list-style-type: none"> a. Speech to text b. Text to speech c. Audio books d. Digital copies e. Available in various languages.
Section IV: Extensions & Educator Supports
Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families.
Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.
Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).
Avoid tokenistic presentations of cultures.
Include objectives and learning targets written in student centered language.
Materials provide access to materials that address current events (digitally, magazine form, etc.)
Provide at-home activities with text translation to ensure access.
Provides varied instructional materials including, but not limited to: <ul style="list-style-type: none"> a. maps (print and interactive) b. picture books c. videos d. suggestions for integrated units (chapter books) e. supplemental group sets of books (chapter books, guided reading books) f. vocabulary words with pictures g. content presented through multiple means (e.g., art, music, etc.)
Supplemental texts, visuals, & primary sources address Oregon history and geography.
Access to developmentally appropriate materials and vetted websites for student research that are regularly updated.
Section V: Monitoring Student Progress
Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).
Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).
Provides a variety of exit tickets both written and electronic.

Appendix E

BSD Social Sciences Teacher Cadre: Essential Considerations for Social Sciences Instructional Materials.

Section 1: Alignment to Oregon Social Sciences Standards

- ALL state standards addressed with focus on Multicultural Studies and integrated Ethnic Studies
- Multiple and/or accounts and perspectives of historical issues and times provided
- Authentic inclusion of narratives, perspectives, and explains the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, social groups, religious groups, and other historically underrepresented and historically excluded groups.
- Clarity and authenticity of author positionality
- Clarity and authenticity of primary sources (text/videos/maps/interviews)

Section 2: Student Engagement (Provides guidance for teachers to support differentiated and culturally responsive/relevant)

- Relevance and recency of publication, as well as measures in place to update content and connect with current events
- Meaningful student-centered activities that build interest and understanding of varied lived experiences.
- Intentional opportunities for student narratives and voice with service learning and community action.
- Variety of learning mediums (text, video, audio, interactive activities, etc)
- Classroom Library Collections (ex. Lee and Low, Mackin), Dual language and multilingual texts

Section 3: Differentiated Instruction

- Differentiated and scaffolded opportunities
- Spanish and multilingual opportunities, read-aloud options, accessible to ELLs

Section 4: Extensions and Educator Supports

- Solid and consistent PD offerings
- Ongoing support, including tech support, for teachers

Section 5: Monitoring Student Progress

- Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test banks, etc.).
- Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/collaborative, and self-assessment).

Additional aspects important to the cadre:

- Invest in teachers in the District to develop and share instructional guidance and exemplars, and lead PD on instructional practices that allow for teachers to deepen their

understandings of social justice issues and the ever-evolving understanding of our history in the U.S. the world.

- Canvas compatibility
- Materials are current and regularly updated on a consistent basis
- Student access to primary document archives and other research tools
- Community Partnerships (5 Oaks Museum, OR Historical Society, local Universities)

Appendix F

BSD Selection Criteria for Instructional Materials IIA-AR

Standard 1:

Materials shall be consistent with and provide both support and enrichment for the district's general educational goals, its selected program goals and the objectives of specific courses.

Standard 2:

Materials shall meet high standards of quality in: factual content, educational significance, readability, artistic quality and/or literary style presentation, physical format and technical quality.

Standard 3:

Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.

Standard 4:

Materials shall promote growth in factual knowledge and critical thinking.

Standard 5:

Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values and ethical standards.

Standard 6:

Selected materials shall support a balanced approach to controversial issues that will include representation of various points of view even when those opinions represented are controversial. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel.

Standard 7:

Materials shall represent the contribution of all people regardless of age; gender; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability or disability.

Standard 8:

Materials selected will be in compliance with all criteria and procedures as outlined on OAR 581-011-0050 to -0119 and ORS Chapter 337.

Appendix G

Social Sciences Middle School Instructional Resources Review and Community Input.

Community input from staff, students, parents and community members is requested for the instructional resources being considered for adoption. Please see below for Phase one Middle School resources. After previewing, please go to the [Input Form](#) to provide your response.

The Oregon Department of Education has adopted new standards for Social Sciences. The Beaverton School District is currently engaged in our Quality Curriculum Cycle to address these required changes. Beaverton Middle Schools will be implementing Social Science courses in the Fall of 2021 that are aligned to the [2021 Social Science Standards Integrated with Ethnic Studies](#). The district has conducted an extensive search for appropriate instructional materials to address the state standards, meet the BSD learning targets, and support meaningful and engaging Social Studies learning for all of our students.

There are three central operating criteria that were used for evaluating instructional materials in the Social Sciences:

1. [State-adopted 2021 Social Science Standards Integrated with Ethnic Studies](#)
2. [Oregon Department of Education Social Sciences instructional materials criterion](#)
3. [Considerations from BSD Middle School Teacher-Leaders](#)

Collectively the above criteria can be summarized into the following statements:

- Materials are aligned to the 2021 Social Science Standards Integrated with Ethnic Studies.
- Materials include instructional supports and tools for monitoring of student progress.
- Materials offer authentic and meaningful student-centered activities and culturally responsive/relevant content that build interest and understanding of varied lived experiences.
- Materials are conducive to differentiated instruction and provide direct access to equitable resources for all of our students through various levels of technology (including but not limited to availability in multiple languages and levels, speech-to-text, text-to-speech, audio-visual supports, etc.).
- Materials include a variety of regularly updated and user-friendly materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives.

After an extensive vetting process using these criteria with eleven different instructional material providers, two providers emerged as finalists: Discovery Education and Actively Learn (Achieve3000). Middle school teachers (including teacher cadre teachers and dual-language teachers) are currently piloting these materials in their classrooms to see which instructional materials are the best fit for our learning targets, standards, and students. As a part of this process, Discovery Education and Actively Learn (Achieve3000) have opened their platforms for a two week window for public viewing and feedback.

Below is the login information for each provider along with resources to help navigate their platforms. Additionally, after viewing the materials, please submit any comments and feedback on this [google form](#). Your feedback, along with the recommendation of BSD's Project Team, will be submitted to the Beaverton School Board for adoption. The first reading of the materials report is tentatively scheduled for May 24, 2021.

[Video Recording of April 27 Social Sciences Project Team meeting including provider presentations](#)

Appendix H

Summary of the program alignment to 5 criteria: Discovery Education and Actively Learn.

1. Alignment to Oregon Social Science Standards

Discovery Ed

The DE Social Studies experience and TechBook are aligned to the 2018 State Standards, it was shared that "the 2021 State Standards are also being worked through to be included this summer." Channels and partnerships align with new standards.

The platform centers written text (TechBook) and multi-modal supplementary texts & non-texts (200,000+ primary sources, videos, articles, multiple perspective interactives, current events, and history podcasts), which work well for knowledge acquisition, critical thinking, and student research & inquiry.

Cultural relevance: Discovery partners has a partnership with [The Center for Culturally Responsive Teaching and Learning \(CCRTL\)](#) and its Executive Director, Dr. Sharroky Hollie. They also have an [editorial philosophy](#) illustrating how they select & maintain content to ensure authentic inclusion of multiple and diverse narratives, perspectives, and voices.

[Discovery provided this video](#) on Section 1 of our criteria.

Actively Learn

All content is aligned to Oregon 2018 standards, it was shared that "As standards evolve, we update our correlations within the program as soon as they are available." Search for relevant current event articles.

There are thousands of pre-made lessons, each including standards-aligned, embedded questions anchored to text as instructional resources for teachers to choose from.

Teachers can search the catalog using a pull-down menu and select the desired standard(s). The correlated lessons appear for the teacher to review and choose what to assign.

Content is also searchable by grade level, reading level and topic, including Ethnic Studies.

Provided reporting on class and individual student's progress toward mastery for standards as well as progress monitoring reports and a standards-based grade book. In the learning experience, the questions embedded in each assignment are aligned to standards so their progress on that learning is captured.

2: Student Engagement (Provides guidance for teachers to support differentiated and culturally responsive/relevant)

Discovery Ed

[Approach to Diverse Instructional Content](#) details our process and rubric for content.

New content is highlighted in the "What's New" section of our Resource Center (500+ resources added per month), as well as in the home page Recommended Row.

News updates provided daily via Reuters & Newsy - News & Current Events Channel, as well as partnerships with groups and organizations like Learning for Justice, RFK Human Rights, BESE, McREL, and CASEL.

Techbook also provides students with a multitude of activities, including graphic organizers embedded and Explain activities often feature timelines and other tools that require students to document and account for meaningful examples.

The interactive Investigation: Historical Perspectives enables students to use digital tools to acquire detailed information and then make educated predictions about multiple perspectives from a variety of time periods and places.

Document-Based Investigations provide students primary source materials for developing and defending responses to compelling historical questions. Other Elaborate activity types, including Say What?, Student Sleuth, Express Your Opinion, You as an Artist and Socratic Seminar involve students in evaluating historical evidence to develop and defend claims.

Student portfolios, interactive notebooks, and Studio are additional ways students can take notes, document ideas and inquiries, and share what they've learned.

[Canvas integration](#) and grade pass back in [the video here](#).

[Discovery provided this video on Section 2](#) of our criteria.

Actively Learn

Produces new content weekly, presenting a variety of experiences and perspectives. In the past two weeks, articles added about the K-Pop band BTS condemning anti-Asian violence, an article on the Muslim holiday of Eid, and how llamas have been culturally important in South America for a long time.

Offers comprehensive content across U.S. History, World History, Ethnic Studies and U.S. Government and Citizenship. In core social studies content, there are sequenced curriculum units which support a full year of assignments.

Committed to rigorous reviews of content on a regular schedule which includes correcting the record with thought and dignity for many perspectives. A team of education professionals works with our authors to ensure the content is accurate.

Includes curated library of texts and videos including source documents, core reading material and paired readings meant to highlight specific nuances of the core text. Within these texts, students are challenged as they read through scholarly works, including primary sources, with scaffolds enabled throughout as the teacher sees fit.

Can import things (internet articles, PDF, google docs, videos) and then students have same tools and access to text (lang supports, teacher notes/stickies, etc).

Strong Canvas integration.

The system captures frequency of use for these tools, so teachers always have insight into what their students are doing while in the learning experience.

3: Differentiated Instruction

Discovery Ed

Authentically translated Spanish available for all text (translation by a linguist, not Google algorithm), additional Google Translate into 100 languages, partnership with Microsoft Immersive Reader provides additional read aloud options in 40 languages.

200,000+ choices of additional reading passages, videos, audio support, and interactives throughout the digital program to provide support to students at multiple grade levels and varied opportunities for [differentiation](#) below and above grade level.

Differentiation strategies for advanced learners, approaching learners, and English learners are provided in each Model Lesson. Text to speech, highlighting, note-taking, and text magnification tools further help provide support for various learners, including learners with dyslexia.

Primary reading passages in the Social Sciences TechBook are available on grade level (Level A) and below grade level (Level B), as well as in authentically translated Spanish.

[Discovery provided this video on Section 3](#) of our criteria.

Actively Learn

Google Translate into 100 languages and text to speech Audio in 10 languages, students can highlight and translate sections of text.

Lessons pause students and asks them to respond to deepens understanding.

Extra help button can allow teachers to include scaffolds, and teachers can customize content to meet student needs.

Each lesson includes teaching strategies and options to extend the knowledge with more writing, build background knowledge and even includes other related lessons within Actively Learn. Can sort by lexile reading levels, but cannot change lexiles.

Teaching strategies and options include more writing and background knowledge.

4: Extensions and Educator Supports

Discovery Ed

Option to collaboratively craft a personalized professional learning plan through a flexible bank of hours - focusing not only on product onboarding, but culturally responsive teaching and learning & a focus on student-led inquiry: [Professional Learning Catalog](#).

PD includes Culturally & Linguistically Responsive Teaching (Dr. Sharroky Hollie) that aligns to Oregon's 2021 Ethnic Studies Standards and focuses on student inquiry. **Discovery has offered to collaboratively co-host a session with BSD and Dr. Hollie.*

Within platform, on-demand, flexible self paces PD modules and courses which provide Continuing Education Units.

24-hour online help, and live chat and/or phone help during business hours for teachers. Teachers can be at different sites, and whole cadres of teachers can work together while chatting within the collaboration tool. Also chat area).

Has an international Discovery Educator Network (DEN) where members of the DEN Community are having discussions, sharing best practices, contributing to instructional resources, and connecting in-person and virtually through professional learning experiences. It was shared that this is the largest international educator forum of its kind.

[Discovery provided this video on Section 4](#) of our criteria.

Actively Learn

Teachers can customize existing lessons or upload texts and videos to create interactive assignments that align to their scope and sequence. They can also share digital resources and monitor student progress across standards.

PD team is comprised of educators that partner to implement teaching strategies and data analysis.

Within platform, users can explore a variety of help topics through [Help Center](#).

[Instructional Strategies](#) series as well as [blogs](#) available to highlight and share best practices across the user community.

Users can request help to connect with team for support.

5: Monitoring Student Progress

Discovery Ed

Allows teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments.

Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/collaborative, and self-assessment).

Evaluate tab provides teachers with two constructed response assessments and a practice selected response assessment.

Every concept contains several Explain activities, which ask students to summarize, synthesize, and analyze some or all of the content in a concept.

Each concept has multiple Elaborate activities, providing many opportunities for students to learn and practice varied social studies skills.

Studio boards and Summative Assessments (Assessment Builder provides a ready-made bank of questions with automatic grading) pull directly into the Canvas gradebook to save teachers time.

[Discovery provided this video on Section 5](#) of our criteria.

Actively Learn

Formative assessment is built into every lesson. Receive real-time feedback from teachers feeding a wealth of data reports teachers can use to know which questions in the lesson are most challenging, which vocabulary words students look up most often, and areas of greatest need.

Opportunity for students to revise work and teachers to provide real-time feedback and interaction.

Modifiable directions and annotated margin notes for articles.

Students can respond to questions like a Google Doc and respond to each other in chat-like function.

Students can write in both the notes feature and short answer responses.

Reports are also available at the school and district level to encourage progress monitoring, reveal learning trends and promote celebrations.

Coaching reports are also available to help build instructional practices.

Actively Learn:

6th-8th Teacher Cadre Members (11): Actively Learn Strengths

- Grade-level curriculum scaffolded, stu can define words in context for any words. Stu can highlight and translate. And students can listen to text to speech in 10 languages.
- Text, teacher notes with scaffolds and steps, accommodations and modifications (ex. Text summary)
- Articles have text-dependent constructive responses
- Modifiable directions and annotated margin notes for articles
 - Students can respond to questions like a Google Doc and respond to each other
- Suggested scope and sequence (standards aligned to Oregon standards)
- Can import things (internet articles, PDF, google docs, videos) and then stu have same tools and access to text (lang supports, teacher notes/stickies, etc)
- Ethnic Studies, will continue to add to:

The screenshot shows the Actively Learn interface with the 'Ethnic Studies' unit selected. The top navigation bar includes a home icon, the unit name 'Ethnic Studies', and filters for 'All grades', 'All Lexiles', and 'All standards'. Below this is a horizontal menu with categories: 'All (205)', 'Contemporary Connections (24)', 'Voices of the People (70)', 'Movements and Expressions (25)', 'Traditions, Practices, and Beliefs (22)', 'Race, Ethnicity, and Identity (18)', 'Individual and Community Contributions (34)', and 'Cultural Histories (12)'. The main content area lists various strengths of the platform:

- Dyslexic settings and translation opportunities
- SS content updates weekly, if not more
- Can share out and update resources in teacher folders
- Works with Canvas integration
- Can see how kids are engaging, as well as what words they are looking up (for example “colonize”)
- Comments for students auto-populate so teachers are not writing the same comments multiple times. Aimed at mastery writing performance
- Can modify rubrics and grading and import our grading - Canvas and Synergy
- Auto-grader for multiple choice
- Can make modifications on text (whiteout paragraphs, can assign diff articles to diff students in the same class)
- Can store diff groups that you assign diff articles to groups
- Stu can’t self-select articles at diff lexiles
- Have people that answer questions
- Since it is not uncommon to have variety of reading-levels all the way down to 1st, so there is concern with making students “learn to walk on own” at grade-level, and to make sure that they do the heavy-lifting of translating each paragraph
- Ability to customize is stronger than Newsela (esp. Adding clarifying questions)
- Like students ability to comment to each other (chat like, multiple ways to engage and interact) *Shared learning
- The content library for Social Studies is well constructed with articles carefully curated to address a key topic necessary to understanding the subject matter.
- Once you dive into reading through the texts the quality is apparent and the assigning of reading level is much better than with Newsela The units have texts that build off one another and the progression between articles is thoughtfully curated. There are articles that span a diverse range of subjects and perspectives.
- The feedback function for teachers to respond to work is extremely quick and

effective. You can ask students to revise their responses based on the feedback provided. Additionally students have the ability to read, take notes, and respond to text in small peer groups. This has allowed my students and notably my ELL students to vastly improve their comprehension and the quality of their responses in a staggeringly short period of time.

- Actively Learn has had the most seamless transition with Canvas. Most notably is the ability of Actively Learn to integrate student scores via Canvas Gradebook which has proven to be much more problematic with other apps. The Canvas integration is vastly easier than Newsela and grading on the app is extraordinarily quick and easy allowing more time to comment on students' responses and offer support.
- Appreciate that you can add in your own materials like videos and other instructions.

6th-8th Teacher Cadre Members (11): Actively Learn Weaknesses

- Multilingual supports are very English focused, and students have to translate to Spanish. The vision of dual-language is at odds with English prioritization
 - Workload issues with DL teachers having to translate
- Some teachers like that students can alter lexile, and that you can alter lexile (which some like for Newsela)
- Some Ts can see themselves spending too much time on the platform, and concern with more students and sections in common middle school experience.
- Language translation is from Google (algorithm)
- When considering accessibility: can students learn how to navigate the system with language supports that are more of a student lift (ex. Students have to highlight and translate each paragraph)
- Special education concerns with reading levels (inability to adjust is a concern for access points for students.
- Strongly text and article based, similar to Newsela (which district already pays for and teachers are accustomed to using). Concern that text and article-based reading could be monotonous with student readings and constant article-based learning.
 - Major concern for lack of more comprehensive non-text options and opportunities
- The biggest flaw with ActivelyLearn is the fact that there aren't different reading levels for students and there is not an authentic Spanish translation of any of the articles. The translation services are very minimal. A student could just as easy copy/paste the text into Google Translate and get the same translation.

Community and non-cadre educators' input (4): Actively Learn Strengths/Weaknesses

- Appreciated content on civics
- Some results indicate a disapproval in teaching about issues such as race, calling it "divisive" and "political," however such teaching and concepts are outlined in detail in the state-adopted 2021 Social Sciences standards.
- Some had trouble navigating the site: "There is so, so much on the dashboard

for the site - much like Newsela it is hard to figure out where to start reading and decipher what will be relevant and meaningful based on little images and catchy titles.”

- Strengths: “I have also seen many students utilizing the support features (text-to-speech, translate, word look-up), and Actively Learn communicates that data in an easily viewable way to teachers. It is simple to give feedback in the assignments and students have actually used the feedback to revise their work. Actively Learn has a good base of materials, but also allows teachers to import any article or video into the platform, which lets teachers introduce any ancillary materials.”
- Too much material to evaluate.

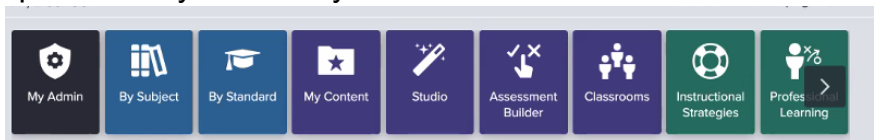
Student input (69): Actively Learn Strengths/Weaknesses

- Quantitative (likert scale):
 - Criterion 1: 21.9% strongly agree & 46.9% agree.
 - Criterion 2: 31.3% strongly agree & 37.5% agree
 - Criterion 3: 28.1% strongly agree & 43.8% agree
 - Criterion 4: 25% strongly agree & 43.8% agree
- Qualitative (open-ended) most popular responses
 - Seeing different student responses and tools for stu-stu interaction is helpful and some students enjoyed it
 - Notes tools are helpful, text to speech helpful
 - Navigation is difficult for some students, “easy” for others.

Discovery Education:

6th-8th Teacher Cadre Members (11): Discovery Strengths

- Partnership with Dr. Sharroky Hollie: [CLR Teaching and Learning](#)
- Partnerships with organizations that do real-life stories
- Works in Canvas (though teachers ran into issues, see weaknesses below)
- Accessible on any device, any time (ex. On cell phone)
- Spanish translation done by linguist, not algorithm (and text to speech)
- Constantly being updated (updated every month), Ex. Amanda Gorman’s poem uploaded day of delivery



- SS Techbook, also has “channels” which includes
- Hidden Figuras: features counterstories (ex. Dolores Huerta)
- “Dissent, equity, and inspiring change” - created after George Floyd’s murder, African American partnerships (developed in partnership with LASD, based on TT Learning for Justice 4 domains for social justice framework - similar to K-12 ethnic studies themes)

- Students can search entire platform as well (fairly robust offerings through Discovery platforms)
- Videos have closed captions, translation in 101 languages, etc.
- SS TechBook: Bundles in Canvas, come in chapters and concepts (divided into the SS domains as shown in standards)
- 5 E: Inquiry framework Engage (primary source), Explore (multiple types of information, with focus questions as well as videos, music, each listed as a link)
- 2 levels (on grade level and 2 grade levels lower) and authentic Spanish, can be downloaded and printed. 100 languages with translation algorithm (also available in 2 lexiles). Can be read out loud, highlighting in 4 colors, can add stickies.
- Notebook that comes along with it (students can keep electronic notebook)
- Vocab look-up tool has video, text, primary source use of words
- Explain: Has multiple opportunities and choices for activities. Stu can put essential questions, their evidence from notebooks, virtual tours. Activities can be translated.
- Editable activities in Word, and can be translated
- Elaborate: DBQ, role play, source analysis, artist, songs, posters,
- Primary and secondary source library: already curated but can also search the entire platform
- Evaluate: Why this matters, with self-assessment, and pulls into Canvas (in teacher account assignments, quizzes, and modules)
- Assessments get pulled into Canvas - when you use assessment in canvas it carries over
- All items are graded for Ts, except for constructed responses (which have rubrics)
- Historical Perspectives: 4 diff people with lived experiences
- Investigations (almost 300) new and interactive experiences
- Customization: Places for students to upload ideas and learning experiences
- Social-emotional learning center aligned with CASEL (which BSD uses)
- Translation and subtitles for videos
- Teachers liked Dr. Hollie's contributions in culturally and linguistically responsive teaching.
- Jessica can see resource and Special Education teachers using the database of activities
- Thinking about meaningful PD to help folks navigate it.
- Pacing guide and suggested activities seem very useful.
- Printing is easy with little need to format
- "Tech-Book" is thorough with a complete range of appropriate topics. The progression of content is effective and follows much the same progression as other textbooks- beginning with a study of Geography moving on to various aspects of Cultural and then on to key historical periods.
- Extensive list of teaching materials: lesson, graphic organizers and teacher guides. Many of the ideas around extending the lesson, discussion points, additions activities are really quite good. One of the strongest aspects of Discovery Education is that it provides clear teaching points and also lists common misconceptions, both of which would prove to be very helpful for

teachers.

- The textual content is for the most part quite good for the two reading levels A & B. I took the time to read several pages both at grade level and below grade level and I was quite impressed that they really were independently edited with an eye to authentically simplifying grammar and especially vocabulary. The same proved true for the Spanish translation as well.
- Discovery Ed is partnering with a variety of different individuals and groups to provide robust content on a variety of subjects.

6th-8th Teacher Cadre Members (11): Discovery Weaknesses

- Teachers ran into Canvas issues with integrating and using with students. Upon further collaboration, it appears Discovery is willing to hear more of our observations about technical shortcomings of their platform and are looking to set up a meeting with the head of the tech design team
- The site seems to offer numerous videos on the content - a strength of Discovery . . . I wonder if this furthers the prevalence of learning by video (which appears to be more passive learning) on the part of students. After a year of CDL I see the teachers of my own children using so many videos to instruct and feel as though the ability to focus on a presenter is being lost
- Some materials (videos especially as they are dated) seem old, pushing 6-15 years old.
- Some teachers have connected with Discovery and asked about the mixed instructions (typos) for certain units.
- Students often get lost trying to navigate in Discovery Education through Canvas.
- Would still need translations of supporting materials (ex. Graphic organizers)
- Some of the illustrations in the tech-book have little to do with the subject matter and are more confusing than appropriate. There are also passages that scream for support via a map, an illustration, a photograph where nothing is included.
- Technical side and given the need for integration of digital media with our students the technical issues, including “Studio,” uploading and formatting content.

Community and non-cadre educators’ input (4): Discovery Strengths/Weaknesses

- Quantitative (likert scale):
 - Criterion 1: 10.8% strongly agree & 55.4% agree.
 - Criterion 2: 18.8% strongly agree & 43.8% agree
 - Criterion 3: 27.4% strongly agree & 48.4% agree
 - Criterion 4: 10.9% strongly agree & 51.6% agree
- Qualitative (open-ended) most popular responses
- Topics seem more inclusive and are not centered in White and/or European perspectives.
- Some results indicate a disapproval in teaching about issues such as race, calling it “divisive” and “political,” however such teaching and concepts are outlined in detail in the state-adopted 2021 Social Sciences standards.
- Too much material to evaluate properly.

Student input (69): Discovery Strengths/Weaknesses

- Qualitative (open-ended) most popular responses
 - Videos and photos integrated into text is a positive
 - A variety of articles on individual topics is helpful
 - Sometimes overwhelming, ex. "It's a bit confusing at first because there are so many different buttons, but I think that's something you can get used to."
 - "Discovery Education was not as good at first, because mostly, it's just videos that you can watch, and do nothing else with, just assign as homework. But, when I got into the textbook, that's when it changed a little bit. You see, the thing about it is that I can go inside a section of the textbook and take notes on it. It also offers different reading levels, so that you can adjust it to your level. There's plenty of sections to go through on certain topics, and questions to answer along the way."

BSD Selection Criteria for Instructional Materials IIA-AR

Standard 1:

Materials shall be consistent with and provide both support and enrichment for the district's general educational goals, its selected program goals and the objectives of specific courses.

- Discovery had extensive sources and curated thematic channels. Techbook addresses general and programmatic goals as well as specific courses. Discovery channels did a better job at curating materials for specific 2021 Oregon Social Science Standards.

Standard 2:

Materials shall meet high standards of quality in: factual content, educational significance, readability, artistic quality and/or literary style presentation, physical format and technical quality.

- Both Discover and Actively Learn had high standards for quality. Discovery had a dedicated vision to correct inaccuracies and has a consultant for evaluating culturally responsive materials.

Standard 3:

Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected.

- Discovery provides different lexile levels while Actively Learn provided only supports but no lexile differentiation. Discovery has authentic Spanish translations as well as text to speech in over 40 languages. Actively Learn did not have authentic Spanish translations and had text to speech in only 10 languages.

Standard 4:

Materials shall promote growth in factual knowledge and critical thinking.

- Both Discovery and Actively Learn met this standard, though it was noted that Discovery's TechBook format which includes Engage, Explore, Explain, Elaborate, and Evaluate, offered students more opportunities to engage in accessing factual knowledge and content and engaging in critical thinking.

Standard 5:

Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values and ethical standards.

- Both Discovery and Actively Learn met this standard.

Standard 6:

Selected materials shall support a balanced approach to controversial issues that will include representation of various points of view even when those opinions represented are controversial. The inclusion of controversial materials does not imply endorsement of the ideas by district personnel.

- Both Discovery and Actively Learn met this standard, though it was noted that Discovery included more multiple perspectives activities on controversial topics and also included “educator only” resources which were authored by historians and scholars in the field with suggestions on addressing controversial topics.

Standard 7:

Materials shall represent the contribution of all people regardless of age; gender; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability or disability.

- Both Discovery and Actively Learn met this standard, though it was noted that Discovery had a wider variety of both text and non-text resources that represented the contribution of all people regardless of age; gender; belief system (e.g., religious, spiritual, political, social); racial, ethnic and cultural origin; socio-economic background, diverse ability or disability.

Standard 8:

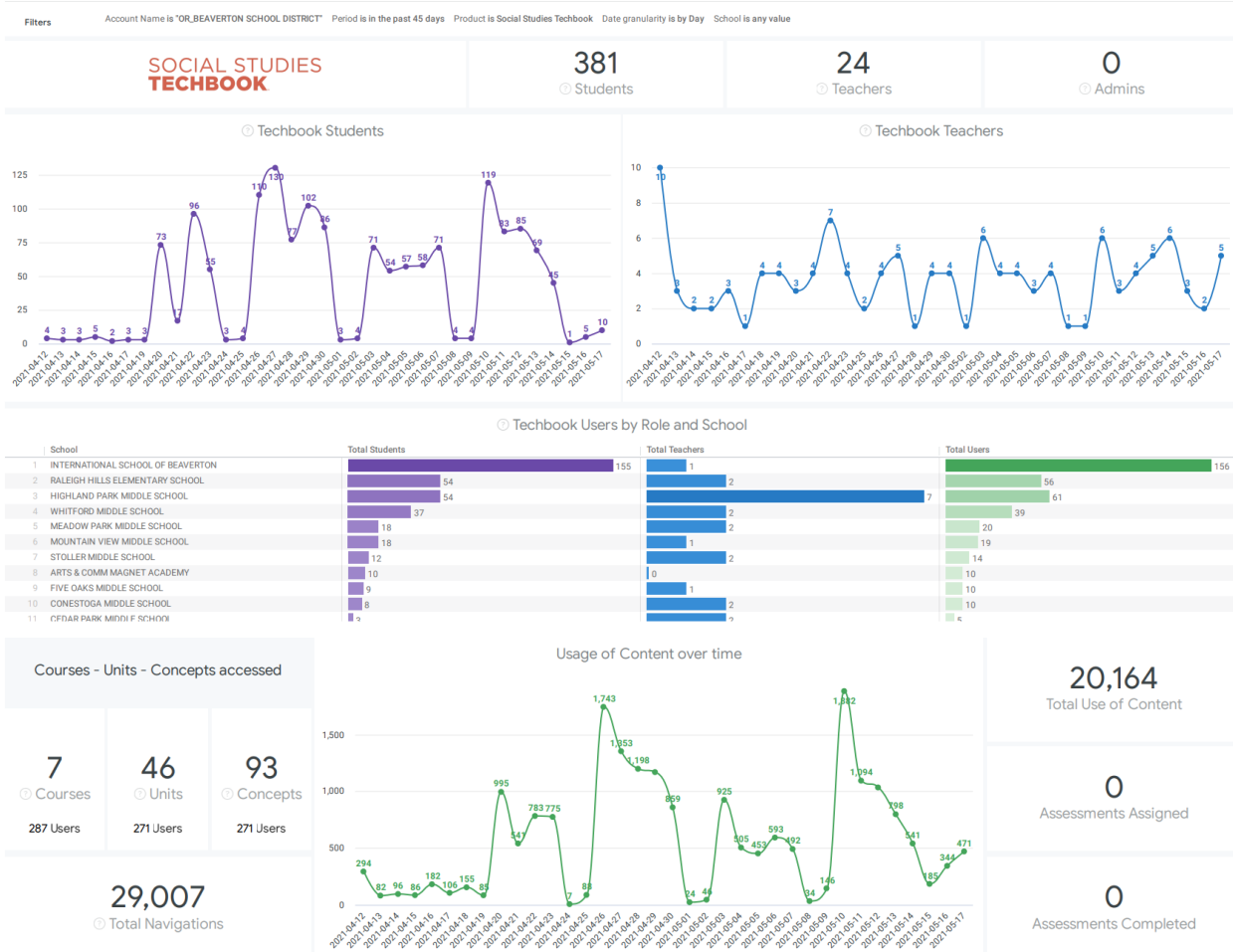
Materials selected will be in compliance with all criteria and procedures as outlined on OAR 581-011-0050 to -0119 and ORS Chapter 337.

- Both Discovery and Actively Learn met this standard with regards to criteria and procedures.

Appendix I

BSD Pilot Usage - Discovery Education

District Usage - Techbook Trials



Appendix J



CULTURALLY RESPONSIVE TEACHING



SOCIAL STUDIES
TECHBOOK

At Discovery Education, we believe it is imperative to equip teachers and students as culturally competent learners. They must develop an awareness of their cultural identity and recognize differences that make each learner unique. Discovery Education's commitment to cultural responsiveness is reflected through Social Studies Techbook in both its inclusive content and student-centered approach to learning. Students engage with the content designed to excite and engage all students. Social Studies Techbook supports educators seeking to create a culturally responsive environment with content that reflects the values, backgrounds, and learning styles of a diverse student population.

Discovery Education designed and built Social Studies Techbook based on the approach recommended by the National Council for the Social Studies that students create an understanding of the narrative of history from primary sources and multiple perspectives. Also, since historical interpretations change as perspectives change and new sources are documented, Discovery Education reviews content and student activities on a regular basis.

Inspired by the historical scholarship related to the 400th anniversary of the events of 1619, Discovery Education conducted a cultural sensitivity review led by an external national expert, Dr. Sharoky Hollie of [The Center for Culturally Responsive Teaching and Learning](#). The purpose of the review is to ensure our content meets the highest standards of cultural responsiveness. We see our work to develop culturally responsive materials as a journey and we update content that does not meet this expectation.

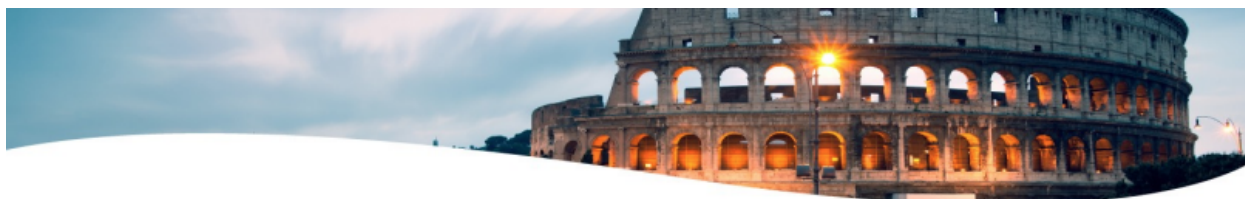
It is also important to note that Discovery Education presents content and curriculum that not only falls within the bounds of state and national standards, but also reflects the lives of students in the content they learn. The students and people in videos, images, and source materials within Techbook represent a wide variety of backgrounds, including people of various races, ages, cultures, sexual orientations, gender identities, and physical abilities. Techbook provides authentic learning opportunities that speak to students' daily lives, validating their personal experiences and motivating them to explore issues that extend beyond the classroom.

For example, Discovery Education recently created a collection of content to address current events related to the murder of George Floyd, systemic racism, and police brutality. This content was assembled from existing resources in Social Studies Techbook and new resources available through Discovery Education partners. The [Dissent, Equity, and Inspiring Change channel](#) is designed to help educators facilitate conversations about implicit bias and systemic racism, human rights, equity, social justice, dissent, protest, and empathy.

Discovery Education has always valued inclusivity, diversity, and cultural responsiveness, and will continue to develop curriculum and resources that are comprehensive and fully address state and national standards.



Appendix K



Channels Highlighting Diversity: History Makers, Problem Solvers, and Changemakers

To aid in your conversation around diversity, we compiled a list of some of our most popular channels highlighting diversity. **Please log in to Discovery Education before accessing these links.**

[Hidden Figuras](#)

The Hidden Figuras series from BESE reconstructs and recontextualizes narratives around how young people connect to today's America. Students will be inspired by a diverse collection of inventors, entrepreneurs, newsmakers, problem-solvers, change-makers, and thought leaders who have contributed to our society through science, technology, art, and culture.

[African American Experiences](#)

The contributions, struggles, and triumphs of African Americans are woven into the fabric of American history and culture. The resources in this channel, developed in partnership with Los Angeles Unified School District, are organized by two frameworks: the Learning For Justice Social Justice Standards and the African American Studies curriculum organization of Culture, History, and Politics. Students will be inspired by changemakers such as Ruby Bridges, Maya Angelou, and Ibram Kendi.

[Learning for Justice](#)

Formerly Teaching Tolerance, Learning for Justice, a project of the Southern Poverty Law Center, examines a variety of resources on social justice and anti-bias topics such as intersectionality, race and ethnicity, gender and sexual identity, and rights and activism through the lens of the four domains of the Learning for Justice Social Justice Standards.

[Dissent, Equity, and Inspiring Change](#)

The resources in this channel help educators facilitate classroom conversations and much-needed discussions about implicit bias and systemic racism, human rights, equity, social justice, dissent, protest, and empathy. By listening to the voices of changemakers and rights defenders, examining how the Constitution supports rights and equity, and revealing the power of radical empathy, these curated resources help students see how one single voice can change a nation and the world for the better.

[Women in History](#)

Celebrate the remarkable journey and impact of women throughout history and learn contemporary stories of women changing the world. This collection showcases stories of pioneering women throughout history who fought for equality regardless of gender, including the women's suffrage movement in the United States. Explore the impact women have had politically, in STEM, in the arts, in sports, and more.

[Speak Truth to Power](#)

Are you working to inspire the next generation of human rights defenders in your classroom? Discovery Education's Speak Truth to Power channel showcases influential human rights defenders through powerful storytelling and interactive learning to inspire passion and action to end and prevent human rights abuses.

[Celebrating Heritage](#)

Discovery Education is continuing to add to our Celebrating Heritage Series. Check out these channels where we commemorate rich heritage, historical roots, culture, and achievements. [Celebrating Asian American and Pacific Islander Heritage](#), [Celebrating Native American Heritage](#), [Celebrating Hispanic Heritage](#).

[Human Rights](#)

In this channel, explore a diverse set of perspectives that cover fundamental human rights and the future of social justice and equity. Additional Channels highlighted within also.



KEEPING YOU CONNECTED

Appendix L

Discovery Professional Development.



BEAVERTON SCHOOL DISTRICT



Discovery Education offers research-based, results-driven professional learning that is directly aligned to what teachers do in their classrooms, whether those classrooms are in person or online. Our innovative approach systematically impacts multiple layers of the school system and provides educators with immersive experiences to bridge theory to practice. Because our approach is teacher-centered, we offer face-to-face and remote professional learning, online instructional support, ready-to-implement classroom application as well as in-person, job-embedded instructional coaching support.

Discovery Education's innovative professional learning for educators will include just-in-time on-demand support and empowering, interactive sessions such as:

Comprehensive Training for Specific Resources and Needs

Discovery Education product training provides a foundation of practical and functional use of both *Experience* and *Techbook(s)* in order to build teacher competency and comfort around effective usage in the classroom. Additional, deeper professional learning gives educators practical strategies and inspirational pedagogy that can be used with Discovery Education resources so that educators can immediately transfer their learning to practice.

Sessions Focused on Critical Topics in Education

Drive Equity and Bring Learning to Life for Every Child

Explore Discovery Education resources and develop strategies to create equitable learning experiences for all students. Discovery Education's highly-rated professional development team has designed learning sessions that will immerse educators in effective ways to use digital resources, multimodal content, virtual experiences and on-demand instructional support to meet the needs of their students. Educators will leave each session with lessons resources and instructional strategies to implement immediately.

- Focus on Culturally Responsive Teaching
- Focus on ELL and Special Education
- Focus on Learner Readiness and Interest

Social-Emotional Learning for All Students

Our education experts have designed a timely and relevant program that pairs professional learning experiences with a personalized teaching resource to equip educators with purposeful, effective ways to ensure that social-emotional learning needs and goals are met throughout all grades and subject areas.





YEAR ONE PROFESSIONAL LEARNING PLAN

Recommended Pathway

Discovery Education Professional Learning Flexible Hours

- Flexible bundling of hours to include options such as core learning, instructional support, and conference style sessions per the *Professional Learning Catalog*
- Teacher Leaders will engage in a variety of different job-embedded instructional support options to support their effective implementation of the Social Studies Techbook & DEX in the classroom.
 - Grade Level Teams
 - School Teams
 - 1:1

Two 52 hour* Packages Recommended for Estimated 88 Gr. 6-8 Social Studies Teachers

Suggested sessions based on district goals:

- **Product Training/100 Level Course:** Completing this pathway in its entirety will allow teachers to uncover features and functionalities of Social Studies Techbook™ and Discovery Education while developing proficiency of navigation that promotes the use of Social Studies Techbook™ tools and resources to build engagement, critical thinking, and current event connections.
 - SSTB01: Getting Started with Social Studies Techbook™
Learning Target: I CAN identify Social Studies Techbook™resources that can inform planning a unit.
 - SSTB02: Social Studies Techbook™ Engage and Explore
Learning Target: I CAN identify Social Studies Techbook™resources that can inform planning a concept.
 - SSTB03: Social Studies Techbook™ Explain, Elaborate, and Evaluate
Learning Target: I CAN identify Social Studies Techbook™resources that can inform planning a concept.
 - SSTB04: Social Studies Techbook™ Model Lesson and Dashboard
Learning Target: I CAN identify components of a concept in Social Studies Techbook™.
- **Instructional Support Sessions**
 - Grade Level Teams
 - School Teams
 - 1:1
- **200 Level Course:** Completing this pathway in its entirety will allow teachers to uncover connections and extensions between Social Studies Techbook™ and Discovery Education resources and strategies while solidifying the use of its tools and resources to engage students in critical thinking as well as disciplinary and civil discourse in order to connect the past and present.
 - SSTB05: Social Studies Techbook™ Model Lesson
Learning Target: I CAN navigate and explain all of the features of Social Studies Techbook's™ model lesson in order to support my planning.





- SSTB06: Social Studies Techbook™ Immersive Experience
Learning Targets: I CAN explain how the resources and structure of Social Studies Techbook™ support inquiry, disciplinary literacy, and citizenship. I CAN implement a Social Studies Techbook™ model lesson that meets the needs of my students.
- SSTB07: Social Studies Techbook™ Dashboard
Learning Target: I CAN navigate the Social Studies Techbook™ Dashboard in order to drive instructional decisions.
- SSTB08: Pairing Instructional Strategies with Social Studies Techbook™
Learning Targets: I CAN combine multimodal resources in Social Studies Techbook™ and effective instructional strategies in order to promote inquiry, literacy, and citizenship. I CAN create a learning experience that engages students in Social Studies Techbook™ using an SOS Strategy.
- **Instructional Support Sessions**
 - Grade Level Teams
 - School Teams
 - 1:1
- **300 Level Course:** Completing this pathway in its entirety will allow teachers to solidify the power of Social Studies Techbook™ investigations and explanations to grow inquiry, engagement, and critical thinking skills through the use of primary and secondary sources that will allow students to understand past in order to frame their understanding of the present and future.
 - SSTB09: Deepening Learning: Engage and Explore with Social Studies Techbook™
Learning Targets: I CAN extend my use of the Engage and Explore Tabs within Social Studies Techbook™ to curate resources and craft learning experiences for all learners. I CAN use Social Studies Techbook™ to engage learners in disciplinary literacy and inquiry within a social studies classroom.
 - SSTB10: Deepening Learning: Explain with Social Studies Techbook™
Learning Targets: I CAN use activities in the Explain Tab of Social Studies Techbook™ in order to promote academic discourse in my classroom. I CAN extend my use of Studies Techbook™ to formatively assess student learning.
 - SSTB11: Elaborate with Primary Sources
Learning Targets: I CAN use primary and secondary sources within Social Studies Techbook™ to support my students' inquiry, literacy, and citizenship. I CAN extend my use of the Studies Techbook™ investigations in order to support and monitor student growth.
 - SSTB12: Going Beyond with Social Studies Techbook™
Learning Targets: I CAN integrate resources within Discovery Education that support learning experiences within Studies Techbook™. I CAN create a learning experience that connects the Social Studies Techbook™ to other Discovery Education resources.
- **Instructional Support Sessions or Going Deeper Sessions**
 - Grade Level Teams
 - School Teams
 - 1:1





One 52 hour* Package Recommended for Remaining Teachers to support Discovery Education Experience (DEX) platform implementation & maximize investment in all other content areas and support staff in buildings

Suggested sessions based on district goals:

- Discovery Education Experience Onboarding
 - Discovery Education Fundamentals
 - Discovery Education Teacher Tools
 - Content Specific
 - Extending the Experience
 - Instructional Support
- Equity Pathway:
 - Focus on Culturally Responsive Teaching
 - Focus on ELL and Special Education
 - Focus on Learner Readiness & Interest
 - Instructional Support
- Social-Emotional Learning Pathway:
 - An Overview of Social-Emotional Learning (SEL)
 - Social-Emotional Learning (SEL) Competencies in Action
 - Expanding Students' Social-Emotional Learning (SEL)
 - Instructional Support
- Innovative Practices Pathway
 - Empowered Problem Solvers
 - Global Communicators
 - Future Forward Leaders
 - Instructional Support

**Each package also includes two seats at our annual award-winning Discovery Educator Network Summer Institute.*

Nellie Fisher

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